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ABSTRACT

Compiled as a result of Massachusetts Bay Community College's Family Day Care Training Program, this handbook includes suggestions, quotations, and information provided by program completers. First, the handbook defines family day care as the care of one to six children, including the provider's own, in a private residence during all or part of the day. Subsequent sections cover: (1) the significance of day care for children, parents, and providers; (2) ways of preparing oneself and one's family to undertake family day care; (3) the regulation of family day care in Massachusetts; (4) the importance of developing open and trusting relationships with parents; (5) the developmental needs and characteristics of infants, toddlers, preschoolers, and early school age children and the role of the provider in child development; (6) activities for specific age groups, including directions and information on needed materials; (7) techniques for managing child behavior; (8) the importance of the home as a nurturing, stimulating environment; (9) ways to plan a daily schedule; (10) children's nutritional needs and suggested menus; (11) record keeping and business practices related to income taxes, expenses, insurance, and advertising; and (12) community resources to be used by providers, parents, and children. The last three sections recommend books, list sources of learning materials, and suggest where free or inexpensive materials can be obtained. (DAB)

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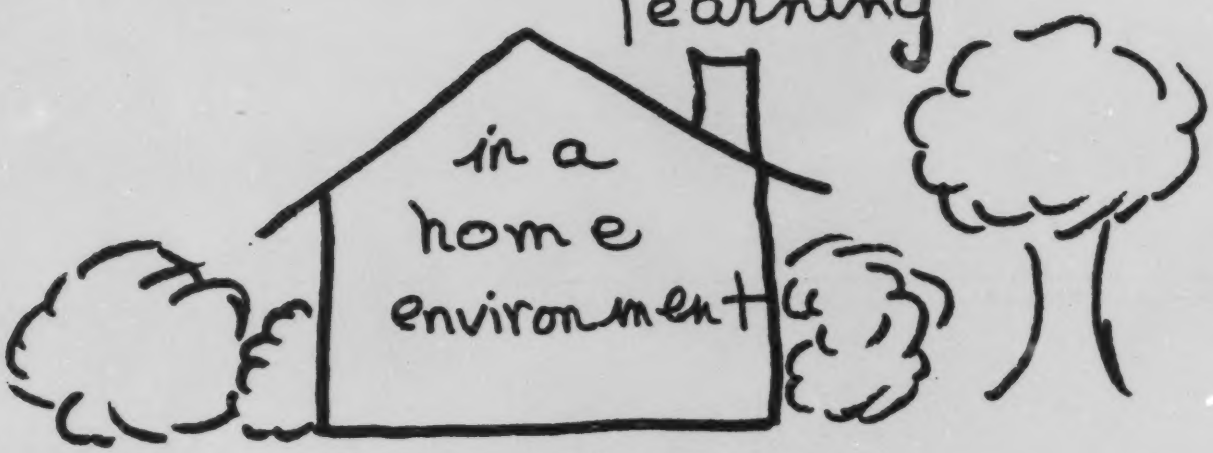
# Family Day Care

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## Family Day Care Training

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# FAMILY DAY CARE:

# CHILDREN GROWING AND LEARNING IN A HOME ENVIRONMENT

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(This handbook was compiled as part of the Family Day Care Training Program funded by a federal grant under Title I-A of the Higher Education Act of 1965 through the Massachusetts Board of Higher Education.)

Massachusetts Bay Community College was the recipient of a federal grant under Title I-A of the Higher Education Act of 1965 in 1978 and 1979 through the Massachusetts Board of Higher Education to train Family Day Care Providers. This handbook of information for Providers is a result of the wonderful sharing of experiences, information and learning from each other, Providers, student teachers and program staff, during the tenure of the program. Included in the Handbook are quotations, suggestions, menus and activities from the Providers who have completed the training program. The "ART" in the Handbook was contributed by the children in the Family Day Care homes.

We would like to thank the staff and faculty of the Division of Continuing Education, the Early Childhood Program at Massachusetts Bay Community College and the many community organizations for their support of the program and for continuing to work towards the recognition of Family Day Care as an integral part of the child care profession.

We would like to have included more topics and more information in this Handbook. However, if this can just be a reference and a place to begin -- it is all we ask.

Note: For the sake of consistency in this handbook, the Provider is referred to as "she" and the child as "he". No sex-role bias is intended by the authors.

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FAMILY DAY CARE IS.....

the most widely used form of child care!!!!

"The care of one to six children, including the Provider's own, in a private residence during part or all of the day."

WHAT IT MEANS FOR:

CHILDREN - It provides an opportunity for infants and young children to be cared for in the warmth of a small family-like group.

It allows these children to have day-to-day family life experiences.

It is an opportunity to have enriched educational experi- within a home setting.

Family Day Care is also a good place for children with special needs to have natural peer interaction within an integrated setting.

PARENTS - Family Day Care provides more flexibility and accessibility for parents in finding the "right" place for their children, often within their own neighborhoods or near the place of employment.

Children of different ages from the same family can be placed together.

The Provider and her family often share the closeness of the extended family with the parents and their children.

It is very supportive of the family, particularly for the solo parent.

PROVIDERS - A parent can be at home with her own children while earning an income.

- The Provider is interested in the healthy physical, nutritional, cognitive, social and emotional growth of children.

- She is willing to provide enriched daily life experiences for her own children as well as those in her care.

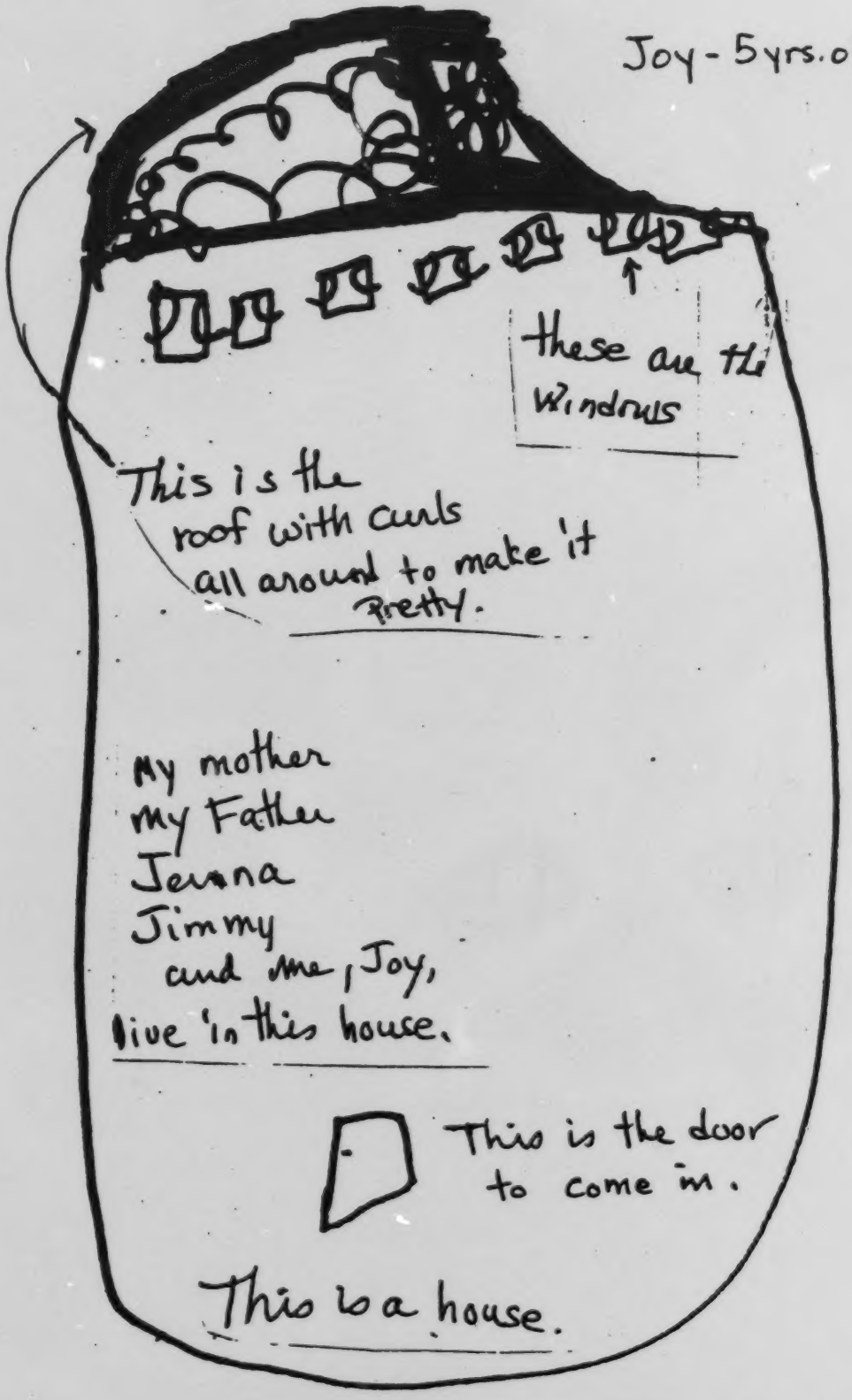
- A Provider can develop her own schedule of hours, days, weeks, policies, etc. She is also developing competence in personal communication skills and in running her own business.

- "Family Day Care" also means the care is "not just baby-sitting". The provider is responsible for the child and is making decisions for and about the child while he/she is in her home.

- The Provider is also contributing in a very important way to the total growth and development of the child.

- For Providers, Family Day Care can also mean the reality of feeling ISOLATED, receiving LOW PAY, a sense of NEVER BEING ALONE, a CONCERN FOR THE wear and tear on the home and the FAMILY ADJUSTMENTs to strangers in and out of their homes.

Joy - 5 yrs. old


these are the windows
This is the roof with curls all around to make it pretty.
My mother
My Father
Jeana
Jimmy
and me, Joy,
live in this house.
This is the door to come in.
This is a house.

ON BECOMING A FAMILY DAY CARE PROVIDER.....

There are two ways to prepare for being a Family Day Care Provider:

1. Preparing yourself and knowing what it will mean to you and your family.

2. Applying for Registration through the Office for Children. (in Massachusetts)

1. Preparing yourself:

Many questions about attitudes toward children, commitment to routines, sharing your home and whether or not you <u>really</u> want to be home all day with several pre-school children need to be answered. Being a Family Day Care Provider demands giving warmth and caring as well as thoughtful and appropriate discipline to <u>ALL</u> children. It means consistent and dependable relations with parents and taking responsibility for the quality of the communications between you and the parent.

Before calling for your Registration Packet, talk with your family, get their reactions to the whole idea of "Family Day Care" and how it will affect them. Will they mind sharing the privacy of the home with strangers, sharing your attention with other children, having toys about the house? These concerns will be real for them and it will mean adjustments and allowing time for things to come together.

Some comments from Providers" children:

"I wish you'd get fired." "We want all those baby toys out of our way when our friends come over."

A Provider says, "My daughter cries when they don't come; yet when they do, she wants all my attention."

Even though there are moments when it seems as though you can't please anybody, generally families become very attached and involved with the children and willingly join in the care.

Some Providers make plans to share a special time with their own families at the end of each day and on weekends. Some providers only use a part of the home for Family Day Care to maintain family privacy. Identifying what is best for you and your family will be important in knowing what is the next step.

2. Applying for Registration (in Massachusetts)

In Massachusetts Family Day Care is regulated by state General Law, Chapter 785, Sections 9 and 10. The state agency responsible for Registration is the Office for Children.

The procedures to be followed for Registration are not complicated.

1. Call the regional Family Day Care Registrar at your local area Office for Children.
2. You will be sent a Registration Packet containing the Rules and Regulations and a Self Evaluation form.
3. Read thoroughly the Rules and Regulations, complete the Self Evaluation Form and return it to the local Office for Children.
4. You will be asked to furnish the Registrar with 2 names to be contacted for references.
5. Once all the paper work has been returned and approved, you will be sent a Certificate of Registration stating the number of children you are registered to care for. This must be posted where it can be seen when you begin to care for children.

NOW THAT YOU ARE REGISTERED - WHAT DOES IT MEAN.....

"The Certificate of Registration is valid for 2 years from the date of issuance, unless revoked, suspended or made probationary."

It means you have met the minimum health and safety standards, that you are offering a service to the public and that you are aware of the importance of quality child care! It is also saying you are a part of a growing profession that wants to be recognized for the contribution you are making in the community.

As a Registered Provider you are also included in the informal referral service of the Office for Children. The Office prepares lists, by town, of the Registered Providers and supplies these lists as parents inquire about Family Day Care. Of course, you may request that your name not appear on the list. Consultation and mailings of helpful information are also services the Office for Children offers on a limited basis.

In the first section, the ISOLATION of being a Provider was mentioned. This is a lonely profession -- but you, the Provider, can address this and lessen its effects on your commitment to Family Day Care. HOW? By being an active participant in your professional growth through:

- Participating in TRAINING
- MEMBERSHIP in Family Day Care organizations
- SUPPORT GROUPS of other Family Day Care Providers
- REACHING OUT into your community and finding resources.

DONNE

YOUR PARTNERSHIP WITH PARENTS.....

A MUTUAL SHARING AND CARING!

The Family Day Care Provider has a unique relationship with parents. It is more involved than "just taking care of" a child and more personalized than the relationship between the parent and teacher. AND..... this can be the hard part. How do you COMMUNICATE your needs as a professional working in your own home?

A Provider said, "It is so hard for me to put across what I expect of the parents." It is equally hard for the parents to know what is expected of them. WHERE SHOULD IT BEGIN? With the CHILD -- in the best interest of the child.

The goal of a partnership between parent and provider should be a TRUSTING RELATIONSHIP of OPEN COMMUNICATION which supports the care and growth of the CHILD. Through your relationship with parent and child, you communicate whether your home is a SAFE and TRUSTWORTHY place to leave the child. This is a combination of giving DIRECT MESSAGES and of ACTIVE LISTENING AND having RESPECT for each person's role in the relationship.

THE TRUSTING RELATIONSHIP BEGINS WITH:

- clear statements from the Provider about the policies and procedures she follows in providing Family Day Care.
- an opportunity for Provider and Parent to discuss child rearing practices and come to a mutual understanding.
- the Provider supporting the role of the parents and acknowledging their feelings and concerns about having to leave the child in day care.

- the Provider assuming the responsibility for communicating her role as sharing in the child's growth and development.
- the Provider maintaining a professional approach to the child's family life style, withholding personal value judgments, recognizing the unique and individual circumstances of each family.
- the Provider's decisions being based on her knowledge of children and what parenting is like; and using this in her understanding of and approach to parents.

CLEAR AND OPEN COMMUNICATIONS:

This is the most important factor in your relationship with parents. Many issues can block OPEN AND DIRECT COMMUNICATIONS. Misunderstandings with the parents can affect your relationship with the child.

SOME ISSUES ARE:

- Parent's feelings about leaving the child: guilt, sadness being judged as a "not good parent," someone else is taking over, missing out on a child's early years, and jealousy.
- Provider's feelings about not being regarded as a professional, not being valued as a responsible decision maker.
- Provider assuming the parent's role instead of SHARING in the role of caregiver. A quote from a Provider whose Family Day Care families include a solo father, "I feel so bad when "B" calls me Mommy. I know how much he wants to, but I have to let him know I'm not, but I do tell him I am his friend."
- Provider's Family Day Care rules not clearly and specifically stated to parents.

- Parents not knowing the Family Day Care home rules and policies.

A Provider commented, "When classes first started, I didn't think this (telling parents everything all at once) was really as important as it is. Now I have everything all written out and things are much easier on everyone."

WHEN SHOULD POLICIES BE CLEARLY STATED?

In the FIRST contact with the parent. The FIRST CONTACT is usually on the TELEPHONE. Your FIRST DIRECT MESSAGE would be an invitation to the parent to come with the child to visit in your home:

- you can observe parent and child
- you can observe the child with other children
- the parent can see you with other children
- the parent can see what facilities you have and how you use them for Family Day Care
- you and the parent can talk about the child
- you can discuss your Family Day Care policies.

THE HOME VISIT (INITIAL INTERVIEW)

The home interview is a follow up of your telephone contact. This is an opportunity for both Provider and Parent to evaluate the relationship to see if it is "the right place" for child, parent and Provider. The Provider is WELL PREPARED when she can STATE CLEARLY:

- her time schedule
- ages of children she likes to care for
- her policies on: meals, napping, toileting, diapers, extra clothing
- her fee schedule: payments due, late payments, payment fee for over-time (picking up child late), vacations, sick days
- sick children: colds, temperature, "not feeling well", emergency medical care, medicines, etc.

- methods of discipline
- authorization of persons picking up child
- individualizing care to meet each child's specific needs
- establishing a time when Provider and parent can discuss child's progress in a relaxed way
- asking the parents how these Family Day Care policies fit in with their perception of what they want for their child.

Some Providers are developing written contracts which outline their policies. This provides parents with something to refer to when there is a policy question and also reinforces for the Provider her own professionalism.

THINGS TO CONSIDER.....

IN MAINTAINING OPEN COMMUNICATIONS:

- The Provider examines and knows her own feelings about a situation and how it makes her feel.
- The Provider gives parents a direct statement of how things are:

  "I like the way you always remember to bring extra pampers. It makes it much easier to change him/her frequently."

  "It is very inconvenient for me when you bring Johnny 15 minutes early. I can't get my own family ready and off to a good start."
- The Provider shares each day with the parents some incident or new skill she has noticed.
- The Provider addresses a problem when it comes up before resentment builds and leads to anger.
- The Provider asks the parent about the child and LISTENS to what the parent has to say.
- The Provider is supportive and reassuring with parents.

- The Provider helps parents to understand a child's behavior when it is hard for the child to separate in the morning and return in the afternoon.

OPEN COMMUNICATION is something that has to be NURTURED. Starting off with the Initial Interview with a clear understanding of what each person expects from the other will be the first step. The Provider then assumes the responsibility for keeping it going by demonstrating a genuine interest in sharing with the parent(s) the daily events. Some Providers arrange pot luck suppers once or twice a year that include their own family and the families of the children. Holidays and birthdays are excellent opportunities for sharing. All of these are extras; the <u>most important</u> is the day to day talking when children are dropped off or picked up. <u>Mutual</u> RESPECT and ACTIVE LISTENING are conveyed in OPEN COMMUNICATIONS.

Meghan -
3yrs old

CHILDREN.....

GROWING AND LEARNING.....

Growing and learning go hand in hand with young children. Family Day Care is a natural environment for children to learn in. As a newborn, a baby learns about the environment through the person or persons providing care. As children grow in a stimulating and interesting environment their capacity for more experiences grows.

The QUALITY of GROWTH and LEARNING in young children is also related to the ADULTS in children's lives. The ADULT provides the ROLE MODEL as children learn from them attitudes and behavorial responses to life experiences. It is the mothering person or parents who create the ENVIRONMENT. The ENVIRONMENT can either be NURTURING and SUPPORTIVE or it can transmit NEGATIVE feelings to the child. The ROLE of the FAMILY DAY CARE PROVIDER is as SIGNIFICANT to the child as the ROLE of PARENTS. In fact, in some cases it is equally as significant because the child may be in the Provider's home more of his waking hours than in the natural home. The Provider and the PARENT are SHARING in the GROWTH and LEARNING EXPERIENCES of the CHILD.

Being AWARE of and UNDERSTANDING the DEVELOPMENTAL NEEDS of young children provides a framework for SUPPORTING the growing child.

THINGS TO CONSIDER:

- All children follow a pre-determined scheme of development.
- Children have individual temperaments influenced by hereditary traits from both parents and their own personal and specific make-up.

- All children develop and mature according to their individual "readiness" (if a child is not physically ready to walk, you cannot force him.)
- All children need a human being to form an attachment to and who will respond in a warm, loving and nurturing way.
- All children develop as a "whole" person at the same time, not separately: physically, socially, emotionally, cognitively and psychologically.
- For all children, the years between birth and early school age are the most important formative years.
- All children need to develop a sense of TRUST, SELF-WORTH and BEING CARED FOR (safety) through their associations with adults.
- All children develop FEARS that are realistic to their stages of development. If an adult will acknowledge the fears, is understanding, and tries to explain the reason for them, children are less apt to hang onto the fears, or allow them to be magnified.
- All children begin in the first year of life to develop AGGRESSION. Aggression is a part of the survival instinct. It is natural. The difference between positive and negative aggression is the quality, the reasons for it and how it is first reacted to within the environment.
- All CHILDREN have FEELINGS. The difference between adults and children is that ADULTS KNOW THE NAME FOR THE FEELINGS. CHILDREN DON'T, they LEARN to UNDERSTAND and NAME the FEELINGS from an understanding and caring ADULT.
- All children need to have age-appropriate LIMITS set. This is a way of helping them to develop a sense of SELF-CONTROL.

For each developmental age group there are special issues that children work on.

Some of the GROWING issues for:

INFANTS:

- During the first six months FORMING AN ATTACHMENT TO A CONSISTENT CAREGIVER is very important for the infant.
- Developing a BASIC TRUST through having the child's needs responded to. The Caregiver responding to the infant's cries reassures the baby that "someone is there to care for me." She is NOT spoiling the child.
- The appropriate amount of STIMULATION to foster the child's interest in the environment.
    - A baby who is bored will cry. A colorful rattle or picture hanging within eye range will attract the baby.
    - Muscular stimulation, massaging and stretching, are also very important.
    - The baby needs to interact with others by playing baby games (peek-a-boo etc.), mimicking sounds and hearing soothing voice tones, by being sung or talked to.
- After forming the strong attachment, the baby then has to learn to MOVE AWAY and become AWARE OF HIMSELF AS A SEPARATE PERSON. (Better known as SEPARATION ANXIETY.)
    - This begins around 6 - 8 months, after the child is able to really differentiate the mothering person from others. It also continues in various forms through the early school years.

- Ways to support a child during this time are:
  - play peek-a-boo, it helps child to know a person or object will come back. (Object or Person Permanence)
  - allow child to form an attachment to a "Lovey" (teddy bear, blanket, etc.) This represents the "good mother" who is not always able to be right there.
- The Baby recognizes his own physical boundaries by noticing his flailing limbs. This is also part of becoming aware of himself as separate from the mother. Plenty of opportunity to have free movement will make practicing much easier.
- The task for infants is becoming strong enough and mature enough to get "on their feet." The first year of life is a succession of physical and emotional steps toward walking.
- INDEPENDENCE and the beginnings of seeing himself as "somewhat competent" are preliminaries to:
  - trying new concepts (dropping things, going under, climbing up on things, throwing, etc.)
  - self help skills (feeding oneself, washing hands)
- The infant thinks only in terms of what his needs demand of the environment. (egocentric thinking) He considers his demands as magical. He has a need, makes a sound then someone will interpret the need and provide for it. Late in infancy, particularly as the child develops language skills reality thinking begins to take effect.

TODDLERS:

- Young Toddlers are basically practicing the MANY skills which they developed in infancy. A characteristic of this practicing is watching other children, adults and all that is going on.

- An important growth area for Toddlers is in Language Development, both in terms of understanding and expanding their vocabularies. They become increasingly more able to communicate their needs through words rather than gestures. Reality is in TELLING someone what your NEEDS are so that they might respond. Children increase their vocabularies by being talked to.
- Toddlers are developing a sense of CAUSE AND EFFECT for actions and, as a result, are CURIOUS.
- Toddlers are actively involved in their own independence and autonomy. They want to be a part of decision-making in:
    - self-help issues (dressing, washing, eating, etc.)
    - when to come and when to go
    - what to play with and for how long.
- NO! You cannot talk about the Toddler and independence without including "NO". The need to say "NO" is a result of the struggle for a balance between inner (self) controls and external (caregiver, environmental) controls. Allowing for realistic CHOICES, providing realistic warning CUES beforehand and CONSISTENT LIMITS along with not being drawn into a battle of wills with the child, help to make this an easier (?) time. You can also tell the child, "I don't mind if you say "Yes". Children don't always mean NO at this stage. They still get confused in word context and thought concepts. The caregiver will have to evaluate the "NO".
- Toddlers have distinct periods of outgoing active behaviors and periods of less intense activity. The quieter periods seem to be nature's way of giving time to incorporate all the new experiences.

- Toddlerhood is a period of refining basic motor skills, both large and fine muscle. Toddlers need opportunities to walk, to run and jump, to push and pull, and to climb. They also need opportunities to use fine motor skills and eye/hand coordination skills in puzzle-making, coloring, painting, etc.
- PLAY becomes a great medium for self-expression for Toddlers.
- Toddlers do not understand "rules" in play.
- Play should be fun and open-ended.
- By age 2 children really begin to enjoy having other children around them. They learn through play:
    - object permanence, sense of trust and security
    - exploring roles and feelings
    - control and use of their bodies
    - social relationships
    - to work through life experiences which are often confusing for them.
- Toddlers are LEARNING to SHARE. It is difficult for them to "Share" since they are just grasping the meaning of "I", "ME, "MINE" in relation to objects and OTHERS. It takes time for them to incorporate the reality of another person having the same "wants" at the same time.
- They have a limited concept of time; it is difficult for them to wait or to be patient enough to take turns.
- TOILET TRAINING is the great socializing task of the Toddler. Battles over toilet training are never won, just prolonged. The ideal outcome of toilet training is for both child and adult to feel a sense of accomplishment and a mutual respect. READINESS for toilet training depends on the maturity of the muscles which control the bladder and the bowel. As a child begins to "be ready" he develops a sense

of awareness of what is going to happen just before it happens. Recognizing this can be the opportune time to start offering the "Potty" on a regular basis. Children often will tell the caregiver when they are ready to start the training, particularly if they are exposed to peers who are using the "Potty". There is no way that is best, only what is best for each child and caregiver.

- The Toddler is sometimes a mixture of infant and rebellious angel. He is seeking independence but at times still wants the closeness of the mother/infant relationship. This is part of the continued ambivalence of SEPARATION. He appears to be looking for reassurance that the relationship is still there and for encouragement to continue moving towards independence. He is getting ready for the more active, involved relationships and learning of the Preschool age.

PRESCHOOL AGE (3 - 5 years)

- The preschooler is much more aware of himself as a person with SOME sense of how he FEELS and THINKS. The IDEAS about HIMSELF have developed as a result of experiences, the amount of independence he has achieved, his relationship with others and how he is responded to by his environment. He needs opportunities for positive experiences and feedback.
- Preschoolers are learning to express feelings. They are learning that it is OK to have angry, sad or jealous feelings sometimes. They use a variety of ways to express these feelings:
  - Dramatic Play: this age is fantastic in being able to take any prop and immediately create a dramatization of feelings, ideas, fears and frustrations.

- Preschoolers need varied experiences as part of their language development. ADULTS TALKING WITH preschoolers or READING TO them gives them great pleasure.
- Preschoolers are becoming more aware of themselves in relation to others:
    - Establishing gender identity and gender roles. Children are aware of their own sex and sex differences. They are also aware of "sex roles". Play experiences and educational experiences can extend their understanding of people's roles in life by showing cross-over roles of both men and women: women telephone company repair workers; women fixing household objects; men caring for children, ironing, cooking; women as doctors; men as nurses.
    - Preschoolers are aware of ethnic and racial differences. It is enriching and realistic for children to have experiences which give them an opportunity to interact and learn about each other.
    - Preschoolers are also aware of the physical limitations, handicaps and language differences of others.
    - All of these issues raise questions in their minds. They will be asking questions about specific parts of the broad topic. The answers will have more meaning if they are direct. Another way of helping the child to understand is for both ADULT and CHILD to INVESTIGATE: reading, visiting community programs and learning TOGETHER.

- Imaginary friends: someone to assume responsibility for actions the child cannot or doesn't want to assume responsibility for.
- Withdrawal: if the emotion, incident or fears are too strong or threatening children will withdraw both physically and emotionally. It is important for the caregiver to help the child either by removing them from the upsetting experience or stopping the action. Talking about the experience and feelings will also help the child to understand and to put the experience into perspective.

- Preschoolers, generally, are fairly well-coordinated in their physical abilities. They can do many self help tasks (dressing themselves, washing up, brushing teeth, helping with simple household tasks. They enjoy being challenged: racing, jumping higher, climbing, being faster, etc.
- Preschoolers seem to change all at once from the semi-toddler of 3 to a more responsive, mature thinking sociable person. They can assume more responsibility for themselves and their actions and be aware of how one action is related to another.
- Expanding language skills and communication skills allow the Preschooler to develop stronger friendships with other children and to really become involved in group play.
- Being better communicators helps them to talk about their differences of opinion instead of responding with the crying, biting, and hitting of the Toddler. Children of this age will also begin to seek an adult as a mediator.

- Preschoolers like to take an active part in planning. When they are a part of the planning, the experiences have more meaning for them. It is an important part of their overall GROWING. Planning together helps them to:
  - problem solve
  - know what is possible/impossible
  - learn concepts of time
  - know things are related and a part of a whole.
- It is sometimes hard for the preschooler to always use these new skills and understanding; he may revert to old habits. Patience, understanding and reassurance, rather then shaming, will help to restore their independence and sense of self-esteem.

EARLY SCHOOL AGE:

Early school age children are very social beings. They are experiencing a change in their roles from being preschoolers to being members of the community. Some areas which are part of their new awareness are:

Home and Family Relationships:

- more assertiveness
- wanting recognition
- a desire for more input into the decisions which affect them
- incorporating the family cultural and ethnic background into their perception of themselves, their school and community

School:

- loyalties to home and school
- following a more regulated schedule (like going to work)
- emphasis on feeling a part of a group
- needing to feel successful in: peer relationships, academic tasks, games with rules

The many new roles and expectations create an ambivalence for children at this age. They want to accomplish and reach out, but, they are also fearful of not succeeding. Even though they are "older" and are capable of doing more for themselves, they still need a caring and understanding adult who can:

- provide emotional support
- encourage their efforts to try new experiences
- respect their needs as individuals
- respond with a sense of trust
- understand their need for some freedom of choice in issues that affect them
- be available to LISTEN.

Some of the LEARNING issues for young children are:

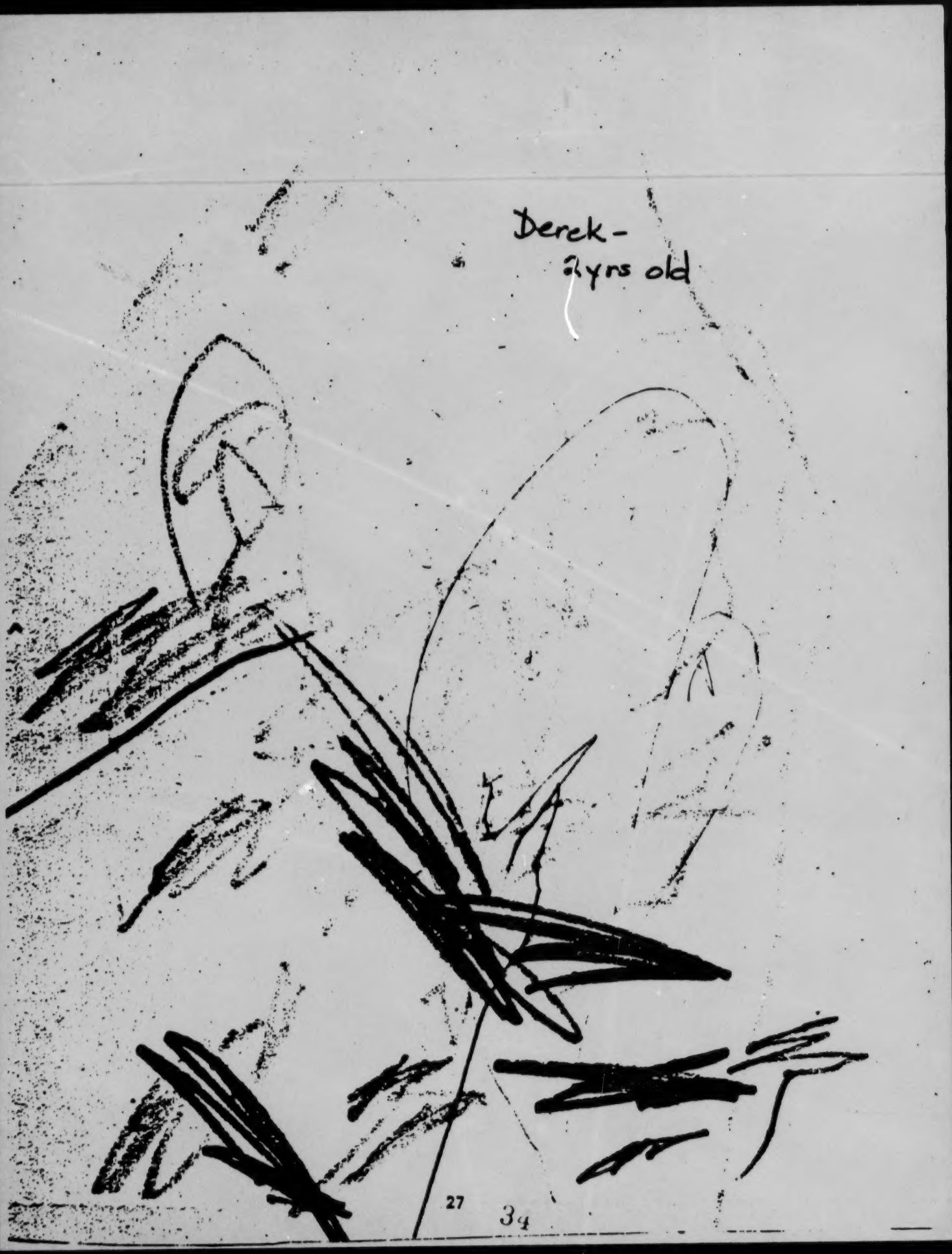
- Children learn by DOING. As Maria Montessori said, "PLAY IS THE CHILD'S WORK." Play is the means by which the young child learns about the world, acts upon the world, and imitates the actions of adults.
- Children have a built-in "self-starter" for learning. They need an atmosphere which SUPPORTS and FACILITATES their LEARNING, but does not intrude on their natural course of growth. As one Provider said:

  "I didn't want to be a teacher and I found out I didn't have to be. You just put out the materials and they work with them. You just show them and tell them what they are for and they just go to it."

- Children THINK DIFFERENTLY FROM ADULTS and they LEARN DIFFERENTLY at DIFFERENT STAGES of development.

- During the first few years of life the young child learns primarily through his SENSES and through the ACTIONS of his BODY. He needs many experiences touching, tasting, smelling, seeing, hearing and moving his body.
- When the child reaches the preschool years (3 or 3½) he continues to learn from firsthand experiences, but he begins to use LANGUAGE for learning about his world. He is able to grasp the MEANINGS of things through WORDS. To extend his knowledge the preschool child learns to utilize other sources: adults, other children and books.
- The school-aged child has refined his thought processes and memory abilities and is ready for more organized and formal learning experiences: learning through reading, writing, arithmetic. After school, children re-enact many of their school experiences (both social and educational) in their dramatic play. Compared to the preschool child, the school-age child is better able to understand and operate under a set of rules. Many of their formalized group games (hopscotch, Mother May I, baseball) are based upon rules.
- Children learn most easily when the NEW MATERIAL offered is SIMILAR to, but just a <u>little</u> DIFFERENT from what they already know and understand. (A fuzzy piece of fabric feels a little different from a piece of satin. Building with blocks made of milk cartons is a little different from building with blocks made of wood.)
- The children's behavior can help the caregiver to know when:
    - to join in their self-chosen activities
    - to stand back
    - to help to extend their learning by offering new, but related experiences

- Young children NEED and ASK for GUIDANCE and LIMITS. Children learn to respect limits when the limits are appropriate and consistent.
- The child learns from the CAREGIVER'S MODEL. In fact children learn more from the caregiver's model than through his/her deliberate teaching. Children also LEARN FROM EACH OTHER.
- Children need to MOVE and they learn while they are ACTIVE. As they move their bodies in space, they learn concepts of in, out, between, under, left, right, etc. Even when children are playing quietly, they need the feeling of space AROUND THEM--room to move, stretch and reach.


Derek -
3yrs old

ACTIVITIES FOR YOUNG CHILDREN

(including tried and true suggestions from Providers)

THINK ABOUT:

- the child's level of development
- the child's likes and preferences
- Will the child be able to do this activity himself?
- How much adult help is necessary?
- What will the child learn from the activity?

Providers say that when they PLAN AHEAD children enjoy the activities more and things run smoother. Planning ahead makes it easier to respond to the varying needs of individual children. Sometimes special circumstances provide a learning experience (first snow, first spring flower, new kittens, new baby, spontaneous trip, etc.) and it is important to just "go with" the new plan. This is a great way to involve children in creating their own learning experiences. Even though plans change, if Providers are calm, relaxed and ready, children feel more secure.

WHERE TO BEGIN?

- KNOWING THE CHILD is the first and most important step in planning activities for young children. WATCHING THE CHILD will give you clues and an idea of which direction to take. What kinds of tasks is this child working on in his/her stage of development? Is he learning:
  - to feed himself?
  - to be more assertive?
  - to say his name?

- The COMPLEXITY Of the activity and the ATTENTION SPANS of the children are important considerations, too. For infants and toddlers one-step activities will work out best. WHEN THINGS ARE KEPT SIMPLE:
  - children can do the activity themselves
  - children feel more competent and successful
  - children learn at their level of development

GETTING READY

- Are there enough materials for each child? For 2's and 3's it may be easier to have individual bowls for each person to mix his/her playdough, or individual boxes of crayons.
- Are the materials accessible to the children? (The Provider may wish to set up materials on trays before children arrive. The trays can be pulled out quickly when the time comes.)
- Have tables and/or floor been covered (if necessary)?

THE CHILD WILL DERIVE THE GREATEST SATISFACTION FROM THE ACTIVITY WHEN:

- the atmosphere is low-keyed and relaxed
- he feels that the Provider values what he has accomplished
- he is allowed to make choices
- he is encouraged to use materials in his own way
- he decides when he is finished
- he is given some clear limits and guidelines. ("You may paint at this table.")
- he has FUN DOING the activity. The END RESULT is LESS IMPORTANT THAN the PROCESS involved in making or doing something.

A FEW WORDS ON CLEAN-UP

Young children love to use sponges, pails and brooms to clean up. It makes them feel BIG. The Provider who conveys a cheerful attitude toward the process of clean-up is likely to have Family Day Care children who are cheerful about cleaning up after themselves.

ACTIVITIES AND PLAY MATERIALS FOR INFANTS: A FEW IDEAS

Please remember that the suggested ages are just guidelines; they should not be rigidly interpreted. Please refer to section on Toy Safety.

Infant Materials:

0-3 months

Textured ball

Red mit and red socks (to make baby more aware of his hands and feet)

Windchimes

Bells tied to the crib

Bright or flashing lights

Colorful wall posters and curtains

3-6 months

String of colorful beads hung from crib gym (too big to swallow)

Squeak toys

Keys to jingle

Crib gym--with bracelets, spools, dangling balls, household items, etc.

Mirrors

6-9 months

Cause and effect toys

Small blocks

Photograph album

Cloth books or sturdy cardboard books

Teething toys

Sponges, washcloths, small containers for water play

Mirrors, balls, stacking toys

Blocks with bells inside

Shiny paper or foil

Cans, plastic containers for nesting, stacking, emptying, filling

Clean rags

Fake furs

9-18 months

Discarded junk mail

Drum

Cause and effect toys

Busy Box

Oatmeal, cornmeal, etc. in a baby bathtub

Pudding or yogurt fingerpainting

Terry cloth doll

Toy telephone

Playdough

Pots, and pans, milk cartons, cereal boxes, plastic bottles, orange juice cans, hair rollers, paper bags, sponges

Water play

Cloth and sturdy cardboard books

Crayons--starting at about 12 months (with supervision)

## Infant Activities

- At 2-3 months hang objects from a crib gym so that baby can bat them.

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- Make a Noisy Sock for the young infant:

  Materials: 1 old heavy sock
  1 piece of ribbon or yarn
  1 large sheet of cellophane paper

  Directions: Crinkle the cellophane and put it inside the sock. Tie the open end of the sock tightly with a colorful ribbon; loop the ribbon to form a handle.

  Result: Child can hear the noise as it is squeezed.

  Variation: Put something noisy (bells, etc.) inside a "Leggs Egg" and seal closed. Place the "Leggs Egg" in the sock; proceed with tying.

  Result: Rattle will roll and make noise.

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- While the 6-12 month-old child watches, cover a toy part way with a handerkerchief and say, "Find the _____."

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- Give the older infant a doll. Show him how to give it a kiss, comb its hair, rock it, love it, etc.

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- Let child eat while looking into a mirror OR:

  Let child see himself in mirror with funny clothes on. Take a funny hat off your head and put it on him.

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- Hold a favorite toy just beyond the creeper or crawler's reach. Encourage baby to move toward the toy.

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- Make a Coffee Can Shape Sorter for the 9-18 month-old child

Materials: 1 coffee can with plastic lid
Blocks or spools
Contact paper to cover can (optional)

Directions: Cut out shape in coffee can lid (the shape of the block or spool you are using.) Cover Coffee can with Contact paper if you want toy to look more attractive and permanent.

Result: Older infant or toddler has great fun pushing the block or spool through the hole in the lid and into the can. It makes noise, too!

Variation: Make several coffee can sorters with different shapes cut out of each can.

Result: Child learns which shape goes in which can.

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- Sing "Pop Goes the Weasel", "One, Two, Buckle My Shoe", "This Little Piggy Went to Market". Babies love action songs, rhymes and fingerplays.

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ACTIVITIES FOR TODDLERS: A FEW IDEAS

- Face puppets

Materials: Cardboard
Sticks (popsicle/tongue depressors, etc.)
Scraps of felt or material
Magic markers
glue

Directions: Cut out face circles; cut out holes for the eyes. Using the felt scraps or magic markers, make facial expressions which show emotions. Glue facial features onto face; attach face circle to tongue depressor. (Child can use this as a handle.)

Result: Puppets can be used for open discussion of feelings through: songs, stories, etc.

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- Bubble Making

Materials: Pipe cleaners
Liquid dishwashing detergent
Water

Directions: Mix water and soap until the right consistency (use very little water). Turn and twist the end of a pipe cleaner until it looks like a blower. Try blowing with the blower until you have the right mixture of soap and water.

Result: Some children can blow bubbles. If children are unable to blow the bubbles, then Provider can blow bubbles and the children can chase them and clap them with their hands.

Variation on a Bubble Blower: With a can opener, cut both ends from an orange juice can. Wave the can through the air to produce bubbles.

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- Provide boxes big enough for the toddler to climb inside.

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- Make Paper Punching Bags:

Materials: Newspaper
String
Grocery bag

Directions: Crumple newspaper; stuff into a bag. Tie end of bag and suspend from ceiling.

Result: Child can improve coordination and release pent-up energy! Especially good on a rainy day.

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Egg Carton Sorting Game

Materials: Egg cartons
Pieces of construction paper or buttons of different colors (if you're sure the child won't put these in his mouth)
Glue

Directions: Glue small pieces of construction paper or buttons inside egg carton sections. Cut identical pieces of construction paper or find buttons which are the same colors as the ones glued in the egg carton.

Result: Children learn classification skills through matching and sorting of the colors.

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- 3-D Painting

Toddlers enjoy painting other things besides paper: rocks, boxes, anything you can find.

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ACTIVITIES FOR PRESCHOOLERS: A FEW IDEAS

- Situation Games:

Being Lost:

- Talk about how it feels to be lost.
- Ask who might help find their way home. Could a policeman help?
- How could the child tell someone where he lives? Street, city, phone.
- Give him various hats, badges, pictures to role-play.
- What color house does he live in?

Variations: A strange man offered you a ride.
Baby brother ate some cleaner.
A friend fell off his bike and hurt himself.

* * * * * *

- Marshmallow and Toothpick Constructions

Materials: Miniature marshmallows
Toothpicks

Directions: Children insert toothpicks into miniature marshmallows and use the marshmallows as connectors to build simple or very elaborate structures.

Result: Children practice fine motor skills and they develop their imaginations.

Variation: Peas (need to be soaked prior to using)
Styrofoam squiggles

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- Learning About Comparative Size

Purpose: To provide experience in seriation (arranging things in order)

Materials: A package of construction paper or heavy brown wrapping paper
Children's scissors
Pencils

Directions: This works best if several people of different sizes are available: father, mother, preschooler brother, sister and various family day care children. Each person draws around one foot (shoe and all) of the person next to him. Let the children cut the patterns out and you write the identifying name on each. "Who has the biggest foot?" "Which one is next biggest?" "Who has the smallest?" Continue until all the feet are arranged in order of size.

Comments: If you have a bulletin board at home, the paper feet can be thumbtacked to it in order. From time to time visitors' feet may be added to the collection, each one fitted into place according to size.

Variation: Give children pieces to string to find out "How big is my belly?". Child uses string to measure his waistline and cuts string at the appropriate length. The lengths of string are taped to the wall, arranging in order from biggest to smallest.

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- Eyedropper Painting

Materials: Water
Food coloring
Eyedroppers
Plastic ice cube trays
Cups

Directions: A few drops of food coloring are mixed with water in cups. Children are provided with eyedroppers and ice cube trays. They use the eyedroppers to transfer colored water from cups into various compartments of the ice cube tray.

Result: Improves dexterity
Children learn what happens when they mix different colors together

* * * * * * *

- Johnny Works With One Hammer. . . . an Action Song

| | |
|---|---|
| Johnny hammers with one hammer,<br>one hammer, one hammer<br>Johnny works with one hammer<br>Then he hammers with two. | Make pounding motion with one arm. |
| Johnny hammers with two hammers,<br>two hammers, two hammers.<br>Johnny hammers with two hammers<br>Then he hammers with three. | Make pounding motion with both arms |
| Johnny hammers with three hammers,<br>three hammers, three hammers<br>Johnny hammers with three hammers<br>Then he hammers with four. | Make pounding motion with both arms and one leg. |
| Johnny hammers with four hammers,<br>four hammers, four hammers<br>Johnny hammers with four hammers<br>Then he hammers with five. | Make pounding motion with both arms and both legs. |
| Johnny hammers with five hammers,<br>five hammers, five hammers<br>Johnny hammers with five hammers<br>Then he falls asleep. | Make pounding motion with both arms, both legs and head. |

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- Musical Band (a Variation on Old McDonald)

Materials: Bolts
Copper fittings
Shakers
Tambourines
Flute

Directions: Distribute instruments and demonstrate use. All play during verse; only instrument being described plays during chorus.

Old McDonald had a band E - I - E - I - O
And in his band he had:
1. some chimes (bolts)
2. a ring (copper fittings)
3. a shaker
4. a tambourine
5. a flute, etc.

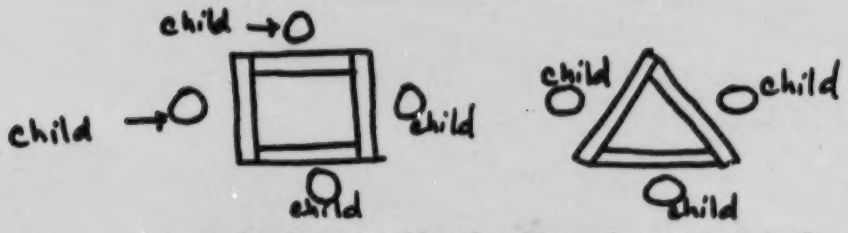
With a:
1. ding ding here, etc.
2. dong dong
3. "ch - ch"
4. rat-a-tat
5. toot toot

* * * * * * *

- A Counting Game

Materials: Dice
1 bag full of small things (buttons, shells, beans, etc.)
3 or 4 large, long blocks or boards (one for each child)

Directions: Use blocks to form a square (for 4 children) or a triangular (for 3 children) enclosure. Children sit around the enclosure.




Each player rolls the diceand counts out the corresponding number of buttons from the bag. He displays his buttons on the block in front of him. Continue until all buttons have been removed from the bag. At the end, the child with the most buttons wins.

Note: IF THERE IS A PROBLEM WITH COMPETITION, try the following variation. At a certain point children can be asked to return buttons to the pile as they roll the dice. Continue until all buttons have been returned to the bag.

Result: Children learn to count and to take turns.

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ACTIVITIES FOR SCHOOL-AGE CHILDREN: A FEW IDEAS

- Tinker Toy and Pegboard Constructions

Materials: Tinker toys
Different-sized pieces of pegboard

Directions: Children can poke the tinker toy sticks through the pegboard holes; a wide range of construction possibilitics is suggested.

Result: Children improve dexter'ty and develop their imaginations.

* * * * * * *

- Make a Mystery Message Jar:

  On small slips of paper the Provider writes instructions for simple interesting things children can do.

  The Provider fills a jar with these messages.

  When children have difficulty deciding what to do, they can choose from the Mystery Message Jar.

* * * * * *

- Offer the school-aged child table games, such as Monopoly, Bingo, Checkers or provide him with materials so that HE CAN MAKE HIS OWN TABLE GAME:

  Materials: Plain cards or paper
  Tagboard
  Styrofoam (small flat piece)
  Marker pieces (buttons, coins, pebbles, etc.)
  A straight pin
  Scissors
  Magic markers or crayons
  Dice

  Directions: Children design their own game of chance. They can make cards which represent rewards and penalities, such as:

  -Take another turn
  Move ahead 3 spaces
  Lose one turn

  Either a single die or spinner can be used to determine the number of spaces a player moves.

  Dice could be commercially purchased, or else child could make these from clay.

  Spinner can be made by cutting a circle and a pointer from cardboard. After writing numbers for moves on the circle, mount a flat piece of styrofoam on the bottom of the circle. (Styrofoam should be almost the same size as the circle.) Then poke straight pin through pointer, through center of circle and into the piece of styrofoam.

* * * * * * *

- Collections

Children love to collect many kinds of things. Some suggestions:

| | |
|---|---|
| Postcards | Stickers |
| Shells | Coins |
| Bottle caps | Stamps |
| Baseball cards | Greeting cards |
| Fabric swatches | Buttons |
| Leaves | Flowers |
| Acorns | Rocks |
| Marbles | Popsicle sticks |
| Menus | Autographs |

There are various kinds of collectors' groups which the child might wish to belong to. Check the public library for more information.

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- Design-a-Shirt

Materials: T-shirt (white or light color)
Paper
Crayons
Iron

Directions: Pressing hard with the crayons, child draws a picture directly onto the T-shirt or onto a plain piece of paper. (Keep in mind that if transferring a drawing from paper to cloth, the result will be in reverse.) Child places drawing on the T-shirt, crayon side down, or if he has crayoned directly onto the cloth, he leaves it crayon side up. Provider helps child iron slowly over the drawing; crayon melts and colors spread a little during this process. The custom-designed shirt is ready to wear. Crayon pieces remaining on iron should be removed with a ball of paper towel while iron is still warm.

******

Sarah
40 yrs. old

It is fun to write.

Meg

Ripple

Big Sweater

Sweater

Hand

Telephone

Hand

Pen

This is a line.

SUGGESTED IDEAS.....

ON MANAGING BEHAVIORS

- Establish a FEW IMPORTANT LIMITS and be CONSISTENT about keeping them.
- RE-EVALUATE the LIMITS as the child grows older and can assume more RESPONSIBILITY for himself.
- Offer the child a wide range of activities which will MAKE HIM FEEL SUCCESSFUL.
- REASSURE the CHILD that he is important to you even though he may be doing some things which are irritating to you. (I don't like WHAT you are doing.)
- When he behaves inappropriately, try to RE-DIRECT THE CHILD to an activity which is similar to, but more acceptable than what the child is doing. (If the child is pouring his juice into his cereal bowl, you might suggest that after snack the child can play with cups and pitchers at the sink to practice pouring.)
- AVOID BATTLES OF WILLS with children. OFFER CHOICES to make him feel a part of the decision-making process. BE SURE that ALL CHOICES ARE REALISTIC ALTERNATIVES.
- Give DIRECTIONS IN A POSITIVE WAY. )"Please walk" - instead of "DON'T run") Try to AVOID "Okay?" at the end of your statement.
- Be SAFETY CONSCIOUS, but not OVER-PROTECTIVE.
- BE RELAXED at MEAL TIMES and about TOILET TRAINING.
- When you have to say "no" to a very young child, telling them why, in short explanations, helps them to recognize limits and to learn why the limit is set.

- REWARD POSITIVE BEHAVIORS. The child learns that he does not have to misbehave to get your attention. (Giving praise when the child is playing quietly alone, picks up the toys, etc.)
- To minimize conflicts among children who are LEARNING TO SHARE:
  - provide DUPLICATES of toys which are especially popular
  - ROTATE TOYS FROM TIME TO TIME (store some and bring them out later)
  - Set a TIMER (egg or stove) to help children know when it is TIME TO SHARE.
  - Decide on a policy about BRINGING TOYS FROM HOME. If they are not to be shared, have someplace special to put them.
- When conflicts arise:
  - REASSURE the child (VICTIM) who has been hurt or offended.
  - Without TOO much explanation, tell the other child (AGGRESSOR) how his behavior has affected another person. (It makes Jason angry when you grab the ball.)
- Recognize that TRANSITION TIMES (changing from one activity to another) can be DIFFICULT for young children. Giving CUES ahead of time will help them to know what to expect.
- ARRIVAL and LEAVING can be difficult transition times for: the child, the parent and the Provider. Sometimes it means helping the parent to feel OK about leaving as well as helping the child to know you, the Provider, will be there with him. Sometimes it means saying directly to the parent, "It is okay; if he continues to feel upset I'll call you." Leaving in the afternoon can be equally as difficult. Children need preparation for going home. A quiet activity where you can sit and work and talk about Mommy or Daddy coming soon is good. Children should be ready when the

parents come. This also reduces the opportunity for confusion.

- As children become more mature, ENCOURAGE THEM TO LEARN TO NEGOTIATE and PROBLEM SOLVE on THEIR OWN. The Provider may need to act as an intermediary at times.
- Give Children OPPORTUNITIES TO EXPERIENCE the LOGICAL CONSEQUENCES of THEIR BEHAVIORS. (If a child is drawing on the walls, first offer an alternative - paper - . If he continues, tell him you will have to take away the crayons. Try to do this without shaming; be matter-of-fact.)
- MODEL APPROPRIATE BEHAVIORS:
    - sharing
    - trusting
    - cooperation
    - self-control
- As the child enters school, moves out into the community and is given more responsibility for himself SHOW HIM that YOU TRUST HIM, AND HIS ABILITY TO MAKE DECISIONS.

THE HOME AS A LEARNING ENVIRONMENT OR.....

"HOW CAN MY HOME BEST RESPOND TO THE CHILDREN'S NEEDS?"

The physical surroundings of the home can respond to the child's needs for guidance, nurturance, stimulation and enriching experiences.

THINK ABOUT:

- the lay-out, physical arrangement of your furniture
- where are the toys
- can children reach materials easily
- will children have a place to do their work
- are safety precautions taken for stairs, medicines, cleaning agents, etc.
- how to foster independence
- are there many large, heavy pieces of furniture in heavy traffic areas?
- will the way things are arranged help to promote learning experiences for young children?
- are there enough opportunities to say "yes" to children instead of "no"?

The ENVIRONMENT and how it is arranged sends powerful messages to children!

The environment also affects behaviors:

- Large open spaces invite large muscle or rough and tumble play.
- Small, cozy corners with soft pillows suggest reading or quiet play for one or two children.
- Containers with pictures of what goes inside encourage and teach children to put away toys. Children also learn to sort and match while putting toys away.

- Circular paths invite running round and round (in one door and out the other); blocking off one doorway may discourage running.

The SPACE and MATERIALS of the family day care home suggest both possibilities and limitations for the children's play:

- what they can do or might do
- what they are not permitted to do
- which materials might be used together
- which areas are for playing alone
- which areas are for group play
- which areas are to be used by the Family Day Care children
- which areas are reserved for the provider's family
- which activities are likely to conflict or interfere with each other

THINGS TO CONSIDER.....

AN ENVIRONMENT ENCOURAGES "DOING" WHEN:

- Materials are provided for children to look at, listen to, touch, taste and smell; young children learn primarily through their senses.
- There are things to climb in, around, over, under, between and through to promote large muscle development, as well as concept and language development.
- There are things to stack, move, carry, balance, pound, assemble and re-assemble to enhance small muscle development and cognitive learning skills.
- Props like hats, telephones, old coffee pots, dress-up clothes, dolls, baby bottles and food boxes are available for children to try on adult roles and socialize with peers.

- Children have the opportunity to classify, sort, name, describe and count spoons, clothespins, jar lids, buttons, birthday candles and other items found in the home.

Materials and equipment may be rotated; it helps children to remain continually interested in the materials.

AN ENVIRONMENT FOSTERS INDEPENDENCE WHEN:

- Toys and books are stored in low, open shelves; this allows children to get out their own materials and put them back independently.
- Storage containers (mushroom boxes, cigar boxes, tomato boxes, onion or potato bags, large coffee cans, ice cream cartons, etc.) are provided so children will have places to put things. Storage containers can be covered with Contact paper for a more attractive look.
- Coat hooks or special boxes are set up for each child's belongings at a level they can see and reach; this allows children to hang up their coats and belongings themselves. (Note: Extra clothing and diapers can be labeled and put in a separate place -- a shoe box or drawer of an old bureau).
- Provisions are made for children to reach the sink (low sturdy stool).
- Eating utensils are accessible to children, so they can help set the table.
- Simple cleaning materials, such as dust pan with brush or short-handled broom, are kept at the children's level; they may help with clean-up. (No toxic materials here, please.)
- A dish pan, sponge and wastebasket are provided near the lunch table; this allows children to put away their utensils and clean up their area at the table after eating.

- Children are provided with small pitchers so they may pour their own juice.

AN ENVIRONMENT WHICH INCORPORATES DAILY FAMILY LIFE INTO THE EXPERIENCES OF DAY CARE CHILDREN IS:

- a rich, natural learning place which offers many real-life experiences.
- a place where children participate in meal planning, preparation and clean-up. Children learn about good nutrition. They also learn to count and measure; their language and conceptual knowledge is expanded.
- a place where repairmen come to fix washing machines and water heaters and children can watch them work and ask questions. Children learn about the roles that various community helpers play and how machines work.
- a place where children may watch babies being bathed and fed and older children may assume some responsibility for their care.
- a place where children participate in everyday activities like sorting laundry; they learn classification skills at the same time ("The shirts go in this pile, the pants go in that" OR "These are Melissa's socks and these are baby's socks".)
- a place where children learn to care for pets and plants.
- a place where children are invited to participate in dusting, washing floors, sweeping, and washing dishes, but perfection is not expected. Washing dishes is especially popular since it involves playing with WATER, which children LOVE!

Almost any household activity can be a learning experience for young children. Capitalize upon these opportunities to extend the learning of your day care children and to broaden their conception of the world.

AN ENVIRONMENT IS MORE SAFE WHEN:

- The Provider follows Office for Children regulations.
- The Provider teaches the children home safety rules and the necessity for them.
- The Provider finds out which, if any, of her indoor and outdoor plants are poisonous and makes them inaccessible to young children.
- The Provider stores cleaning agents, plastic bags, mothballs, insecticides, sharp objects and medicines under lock and key or in very high places where children can't reach them. Remember: many toddlers are quite capable of climbing on chairs, counters to get things.
- The Provider uses gates and safety barriers on stairways (top and bottom).
- The Provider removes or puts aside large pieces of furniture which have sharp edges.
- The Provider uses outlet covers in all empty outlets.
- The Provider places cosmetics, shampoos and other sundries out of the reach of young children.
- The Provider never leaves children unattended in a bath tub or swimming pool.
- The Provider frequently checks her floors, tables and counters for small objects which an infant might swallow.
- The Provider makes a special point of placing dangerous objects in designated safe places while children are in

the home; she also reminds family members to be aware of where they put things.

- The Provider makes the kitchen safe by:
  - turning pot handles to the back of the stove when cooking
  - storing canned goods down low so they don't fall out
  - placing high chairs away from appliances and busy food preparation areas.
- The Provider keeps clutter to a minimum in her home.
- The Provider chooses TOYS with care, AVOIDING TOYS WHICH:
  - have sharp edges or sharp points
  - have small parts (button eyes)
  - make loud noises (cap guns may damage children's hearing)
  - contain propelled objects
  - are inappropriate for the particular age of the child
  - are electric with heating elements (as opposed to batteries)
  - have improperly attached hinges (may crush fingers)
  - have strings longer than 12 inches--unsafe for children under 2
  - have parts flimsily attached, such as dolls with hair and accessories stapled on
  - do not have non-toxic paint
- The Provider checks toys periodically for breakage and potential hazards and repairs dangerous toys immediately or throws them away.

- The Provider PLANS a SAFE ENVIRONMENT through:

PHYSICAL SPACE

- Yard is free of clutter, debris and discarded materials: old tires, broken machines, furniture and appliances.
- Peeling paint has been removed from house, shed and/or garage.
- Paints, thinners, insecticides, garden tools, power tools, gasoline, antifreeze, charcoal briquets and lighter fluids are stored away from the children's reach.
- Grassy areas are mowed and deep holes have been filled.
- Outdoor space is appropriate for physical activities as well as less active play.

EQUIPMENT

- The play equipment chosen has more than one function (climber - for climbing, covered - house; barrel - tunnel or roll on it).
- Climbing equipment, slides and swings are placed on a grassy, sandy, or soft ground surface--never on hard surfaces such as concrete or blacktop.
- Legs of climbing equipment are set in concrete below ground level to make equipment stable.
- Metal slides are placed in shaded areas to prevent burns from sun-heated sliding surfaces.
- Swinging exercise rings with a diameter between 5 and 10 inches are not used; they can entrap a child's head.
- Lightweight swing seats are used, rather than hard, heavy ones which can strike a dangerous blow.
- Swing sets are installed at least six feet away from fences, walls, walk-ways, and other equipment.

MAINTENANCE

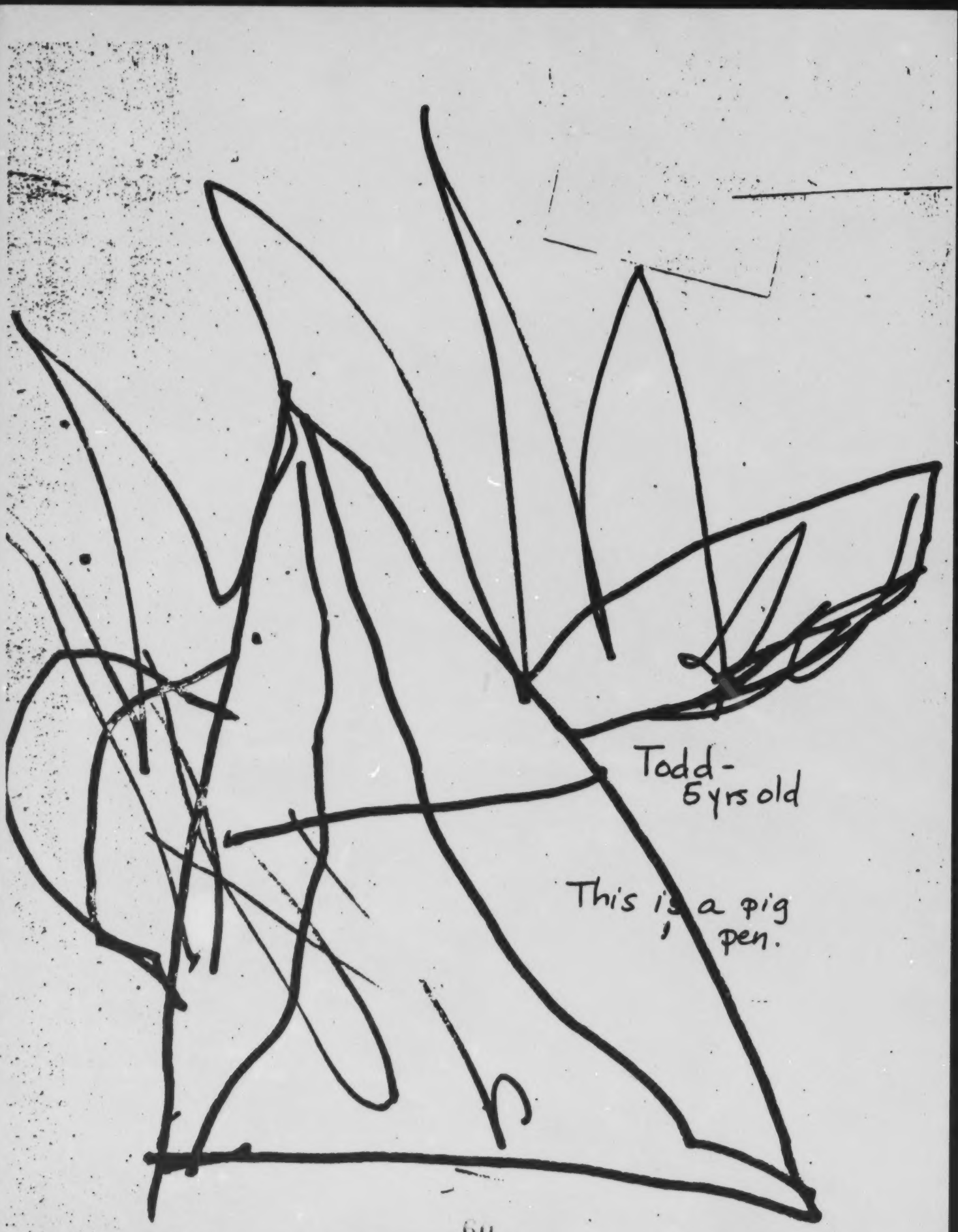
- Maintenance checks are made at the beginning of the outdoor play season and periodically throughout the season . LOOK FOR:
  - loose nuts, bolts, hooks; tighten them.
  - protruding screws or bolts and sharp or rough edges; apply tape over them.
  - rusted parts and worn ropes; replace them.
  - splinters; sand them.

SUPERVISION

- The Provider supervises children's play outdoors and instructs children in safe play habits with respect to swings, slides, seesaws and climbing equipment.

SAFETY IS NEVER COMPLETE !!!!!

Safety includes periodic examining of the Provider's own safety habits, as well as monitoring the Family Day Care home and its equipment. As children grow and change, so do their safety needs. Part of the monitoring is making the home safe to correspond with the children's emerging abilities. The above list is not a complete safety check list. Each Provider will have to individualize this list and may need to take more precautions.


Todd-
6yrs old
This is a pig
pen.

ROUTINES AND SCHEDULES OR.....

OR HOW DO I ORGANIZE MY DAY.

Providers say when they have a plan in mind the day goes much more smoothly. Of course your day is somewhat dictated by the ages of your children, how many full-timers are coming on a particular day and how many part-timers. But, with an overall plan that includes getting your own family started and yourself ready to greet the first child, then you have a sense of order.

Children find security and comfort in the same way you do when you know what is happening next! Your organization of the day and your attitudes are reflected in the children. A calm, responsive, ordered person is demonstrating positive attitudes for young children. You are VERY influential in helping children learn how to respond to various experiences. Attitudes influence behaviors.

A day in the life of a Provider and the Family Day Care children should include daily routines such as:

- calm, relaxed, happy mealtimes,
- an enriching learning activity,
- an opportunity for quiet activities (stories, puzzles, playing alone),
- resting or napping in a quiet place,
- an opportunity for active play, indoor and outdoor,
- an opportunity to learn self-help skills (toileting, washing, etc.),
- and an opportunity to just sit quietly and to talk with an interested adult.

The key to planning is: will each child's individual needs be met - very basic needs:

- Safety: physical, emotional, appropriate limit setting
- Trust: security, independence, autonomy
- Social and Emotional: self-esteem, acceptance, getting along with other children and adults, feelings - expressed and understood
- Physical: healthy environment, opportunity to develop through appropriate play experiences, attending to their physical health, learning basic cleanliness skills
- Learning about the world around them.

TIME is the next consideration. How much time and what happens when. There is a great temptation to over-schedule, as one Provider asked, "Do I have to have music, stories, an art activity, free play, etc, etc. all in one morning?" No -- just what you and your Family Day Care group can handle.

- Young children need TIME to explore their environment.
- Young children need TIME to experiment with toys and materials.
- Young children need TIME to watch the play of their peers, they learn from each other.
- Young children need TIME to be with a caring adult.
- Young children need TIME to learn about themselves.

Therefore, in planning your day consider, "how much can my group handle in a relaxed and comfortable way?"

The next consideration -- "What is it I want to accomplish today?" This is where you put the ORDER in your day.

- Young children need ROUTINES to help them feel safe and secure.

- Young children need CUES to help them end one activity and go into another.
- Young children need EXPERIENCES that are stimulating and allow for individual creativity.
- Young children need to know the ADULT is in CONTROL of their day. Take the responsibility for their day and yours -- make it a good day!

THINGS TO CONSIDER.....

- TRANSITION TIMES:
  - Warnings and cues that activity will change.
  - Only give a choice of action when there is an actual choice.
  - State change in a positive way.
  - FOLLOW THROUGH!
  - Prepare children for the transition from your home to theirs - have them ready when Mommy/Daddy comes to pick them up.
- NAPS:
  - This can be a very scary time for some children.
  - Children need to develop trust and feel safe before they are able to sleep in new surroundings.
  - Have a regular schedule with a consistently clean, comfortable airy area for resting.
  - Have a routine for "getting ready" for nap/rest time: lunch, washing, toileting, settling down, story, etc.
  - Clear expectations of resting or sleeping. Some children are ready to give up naps before others. Flexible expectations for each individual child are important.
  - Let children know in advance that they can get up as soon as they wake up.

A FAMILY DAY CARE "DAY" WILL HAVE:

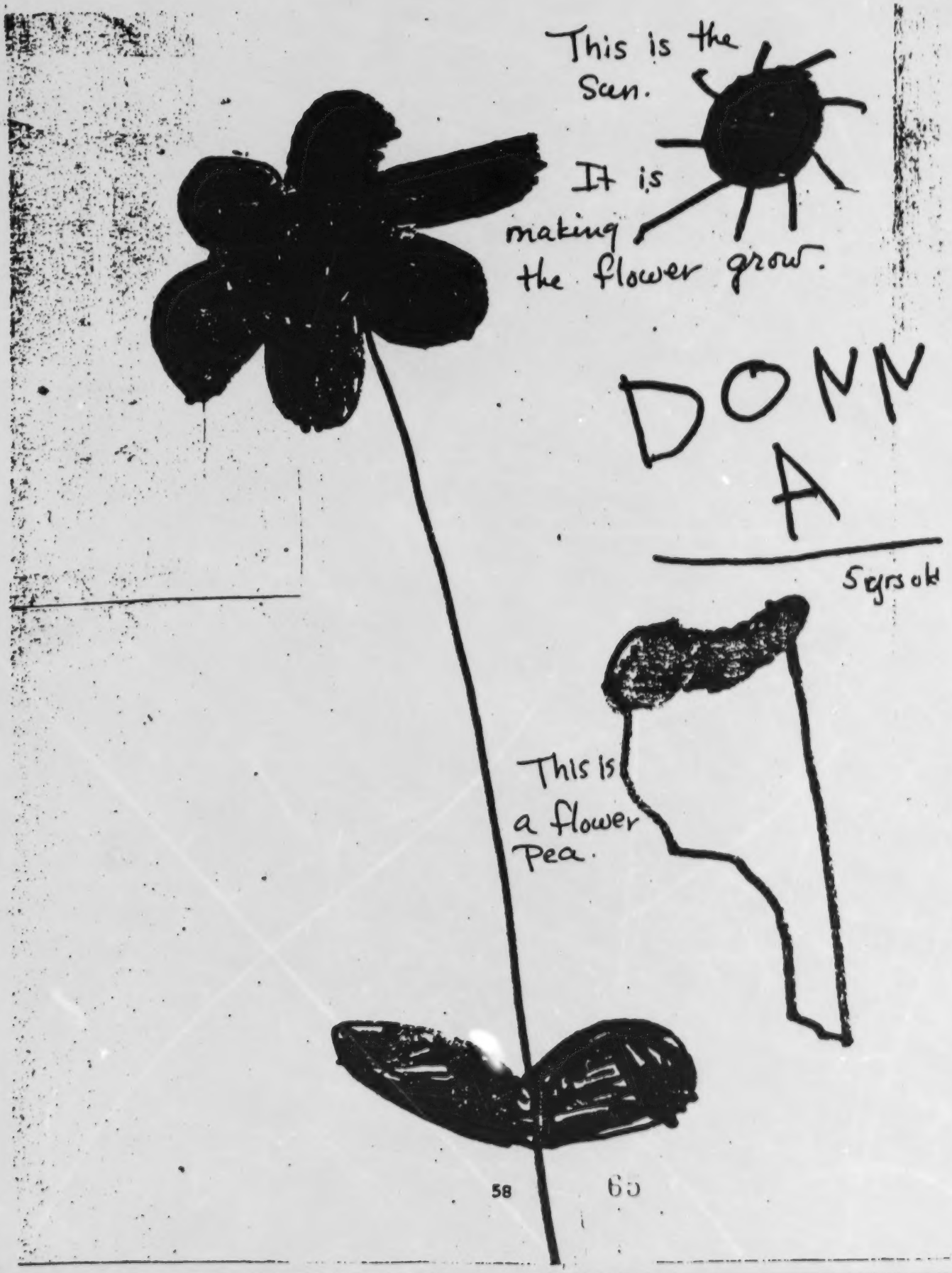
- Some ORDER:
  - Regular ROUTINES
    - planned MEALTIMES (breakfast, mid-morning snack, lunch mid-afternoon snack, supper)
    - an opportunity to REST
    - sufficient time to try things
    - a quiet activity in preparation for going home with Mommy/Daddy
    - time for FREE PLAY and ACTIVE PLAY
- Enriching LEARNING EXPERIENCES:

These can be either free choice activities or adult directed activities.

EXPERIENCES TO CHOOSE FROM:

- Art - painting, glueing, etc.
- Music - expressions of feelings, listening, movement
- Science - cooking, water play, sand play, measuring, etc.
- Dramatic Play - housekeeping, puppets, etc.
- Story Time - Listening skills
- Language Development - talking and listening to each other, children telling own stories
- Field Trips - learning about the community

All of these LEARNING EXPERIENCES are IMPORTANT to children. But, as the Provider said, "Do I have to include all in one day?" Again, NO. However, with an overall activity plan you can choose different kinds of activities from day to day which will support all the areas of growth and development in the young child.


This is the Sun.
It is making the flower grow.
DONN
A
5yrs old
This is a flower Pea.

MEETING NUTRITIONAL NEEDS OR.....

## WHAT CHILDREN EAT IS IMPORTANT

"I think it's very important to serve the four basic food groups everyday," said one Provider. Meeting the nutritional needs of the children is an important and serious task for Family Day Care Providers, especially when you consider that children who are in day care commonly receive from one-half to three-fourths of their total daily food intake in the day care home. Good nutrition is important, not only for maximum physical development of young children, but also for maximum mental development. The major part of brain development occurs during the early years of life. Young children who are well-nourished are more likely to achieve their full learning potential.

Foods are categorized into 4 Basic Food Groups. Serving foods from all four groups: proteins, dairy products, breads and cereals, and fruits and vegetables is a way of insuring that young bodies and young minds are getting the amounts of protein, vitamins and minerals they need.

WHAT are the specific NUTRITIONAL NEEDS of young children? The chart on the next page breaks down the Basic 4 Food Groups and can be used as a guide in choosing foods to meet the suggested daily nutritional requirements. Children also need fats and oils in their daily diet. This requirement can be met by eating a balanced diet from the Four Basic Food Groups. The fats needed by the body are the unsaturated fats found in: corn oils, peanut oil, peanut butter, mayonnaise, avocados, seeds and nuts.

CHART: DAILY NUTRITIONAL GUIDELINES FOR CHILDREN[1]

| FOOD GROUP | RECOMMENDED NUMBER OF SERVINGS | COMMENTS |
|---|---|---|
| **MILK GROUP**<br><br>serving size<br>1 c milk<br>1 c yogurt<br>1½ ounces cheese*<br>1-3/4 c ice cream<br>2 c cottage cheese* | 3 servings daily | *Cheese can be used to fulfill requirements for milk group and protein group, but number of servings needs to be increased.<br>1½ oz. of cheese constitutes 1 serving from milk group.<br>2 oz. of cheese must be added to fulfill the protein requirement.<br>3½ oz. of cheese =<br>1 serving from milk group<br>1 serving from protein group |
| **PROTEIN GROUP**<br><br>serving size<br>2 OZ. COOKED LEAN meat, fish, poultry<br>2 eggs<br>2 oz. cheese*<br>½ c. cottage cheese*<br>1 c dried beans, peas<br>4 T. peanut butter | 2 servings daily | A combination of grains and milk or grains and beans eaten at the same time is as good quality protein as meat. These are called protein complements. For further information see DIET FOR A SMALL PLANET By Frances Moore Lappe.<br><br>*See above comment in Milk Group. |
| **FRUITS & VEGETABLES GROUP**<br><br>serving size<br>½ c cooked or juice<br>1c raw<br>Portion commonly served such as a medium sized apple or banana. | 4 servings daily:<br><br>1 Vitamin C-rich daily<br>Vitamin A-rich are recommended 3 or 4 times weekly. | Vitamin C-rich include:<br>Citrus fruits<br>Strawberries<br>Broccoli<br>Vitamin A-rich include:<br>Dark green, leafy or orange vegetables: broccoli carrots, sweet potato |
| **GRAIN GROUP**<br><br>serving size<br>Whole Grain<br>Fortified Enriched<br><br>1 slice bread<br>1 c. ready-to-eat cereal<br>½ c. cooked cereal, pasta. grits | 4 servings daily | These foods when made from whole grains (whole wheat bread, brown rice, whole wheat flour) are good sources of protein when served with milk products or beans. Whole grains provide more nutrients than white flour, which has been stripped of some of its nutrients during processing. |

1. adapted from "Guide to Good Eating - a Recommended Daily Pattern." by the National Dairy Council

## IT'S NOT JUST WHAT YOU SERVE.....

One provider said, "I think how you serve a meal has a lot to do with eating habits."

Quoting another Provider, "All meals should be served in an environment where everyone seems interested in each other and what is going on."

From earliest infancy MEAL TIMES mean more to children than being fed. The atmosphere of warmth, caring and companionship at mealtimes is as important to infants and young children as the foods which are offered. Variety in textures, color, smells and flavors helps to interest children in foods and to stimulate their appetites.

Food ATTITUDES and food HABITS are formed early. If eating is generally a pleasurable experience, children will develop positive attitudes toward food that is served to them.

## TIPS FOR HAPPY MEALTIMES.....

### THE VOICE OF EXPERIENCE TALKS!
(with quotable quotes from Current Providers)

- Provide a physical setting which is well-suited to young children -- tables, chairs, dishes, silverware and serving utensils.
- "Children find it hard to wait for anything and by not being ready, it could cause problems." Have food ready when you call children to the table.
- "I feel that food for children should be simple, not taking too long to prepare." Planning ahead:
  - Preparing the more difficult steps before children arrive, then allowing them to complete the process may work well for you.

- Preparing double batches and freezing one batch for reserve will also save time and labor.
- Nuts, fresh fruits and vegetables require very little preparation for snack time.

- "Food for children should be ... easy to eat; it should be fun."
  - Children love to eat bite-size things, even when they are past the finger food stage. Pretzel sticks inserted in cheese cubes, fruit dippers with yogurt, and banana chunks dipped in milk, and honey, then rolled in wheat germ, (use tooth picks for dipping) are a few examples of bite-size snacks which are nutritious and fun for children to eat.
  - Using foods of different colors, textures, flavors and temperatures can make them more appealing.

- "...It's important for children to...become aware of variety in foods." Think about:
  - seasonal variation
  - different forms of preparation (raw or cooked)
  - cultural differences
  - individual food preferences of children
- Serve food family style. "Eat with the children if possible."
- You are an important role-model for children. Children's attitudes reflect your attitudes.
- Encourage self-feeding as much as possible, but offer help when it is needed.
- Serve children small portions rather than emphasizing cleaning the plate. This way they can ask for more. They will also be able to say when they have had enough.

- "Allow for special circumstances such as a cold or certain dislikes."

  Consider:

  - children's individual food preferences.
  - expect food "jags" from time to time.
  - the over-all nutritional pattern from week to week, month to month, is more important than day to day.
  - permitting children to make some food choices.

- "Letting children help with snacks and meals can be an educational experience." It also helps them learn to become independent while learning responsibility."

  - Children learn so many things from cooking experiences:
    - They are not just imitating adults.
    - They are actually participating in a vital task of everyday life.
    - It makes them feel important.
    - It gives them more of a personal investment in the food they're eating.
    - They are more likely to try something new when they have had a role in preparing it.

Note: Providers are reminded that the United States Department of Agriculture administers a Child Care Food Program which provides nutritional information and reimbursements to family day care providers and day care centers. For further information, see Chapter on Resources for Providers.

**Suggested Snacks and Lunches**

(For items starred(*), see recipe at end of section)

**1st Week**

Snack: Graham crackers, unsweetened applesauce, milk

Lunch: Grilled cheese w/sprouts on whole wheat bread, carrot sticks, fresh pineapple spears, milk

Snack: Individual baked custards, fresh fruit

******

Snack: V-8 juice, popcorn

Lunch: Chunky beef soup, rolls, butter, celery sticks, orange, milk

Snack: Yogurt w/fresh fruit, apple juice

******

Snack: Bran muffin, pineapple juice

Lunch: Individual pizzas, fresh peaches, sliced cucumbers, raw green pepper slices

Snack: *Yogurt milk shakes

******

Snack: *Quick banana wheat germ bread, orange juice

Lunch: Peanut butter and jelly on oatmeal bread, cheese cubes, vegetable soup, canned fruit cocktail

Snack: Fruit-flavored gelatin, sliced bananas, cranapple juice

******

Snack: Granola bars, fresh pears, cranapple juice

Lunch: Macaroni and cheese, tossed green salad (include dark greens) pineapple chunks rolled in coconut, milk

Snack: *Farm style oatmeal cookies, milk

******

2nd Week

Snack: Celery stuffed w/peanut butter, milk

Lunch: Tuna sandwich w/sprouts, apple wedges, milk

Snack: *Farm style oatmeal cookies, pineapple juice

******

Snack: Fresh fruit kabobs (various fresh fruits on a skewer), cranapple juice

Lunch: Scrambled egg, English muffin w/jelly, milk

Snack: Graham crackers w/cream cheese, milk

******

Snack: Corn muffins, cranapple juice

Lunch: Chicken vegetable soup, saltine crackers, milk, carrots, cottage cheese, canned peaches

Snack: Peanuts, raisins, milk

******

Snack: Hot oatmeal, milk, banana

Lunch: Baked beans, whole wheat bread, cucumber slices, raw broccoli flowerets, milk

******

Snack: Peanut butter and jelly on crackers, milk

Lunch: Spaghetti w/meat sauce, French bread w/butter, tossed green salad (include dark greens), milk

Snack: Orange slices, pineapple juice

******

3rd Week

Snack: Blueberry muffins, orange juice

Lunch: Deviled eggs, raw vegetable platter w/cheese, yogurt or sour cream dip, dark rye bread, milk

Snack: *Homemade ice cream sandwiches

******

Snack: Apple wedges spread w/peanut butter

Lunch: Vegetable soup, crackers w/cheese slices, orange slices, milk

Snack: Peanuts, cranapple juice

******

Snack: Grapefruit slices, orange slices, orange juice

Lunch: Fish sticks, hash brown potatoes, tossed green salad (include dark greens), pineapple chunks, milk

Snack: Peanut butter cookies, milk

******

Snack: Cheese and sprouts melted onto saltine crackers, apple juice

Lunch: *Banana French toast, syrup, link sausages, unsweetened applesauce, milk

Snack: Yogurt w/fresh fruit, cranapple juice

******

Snack: *Country apple loaf, cream cheese, milk

Lunch: Meatballs w/Italian bread and butter, cooked green beans and carrots, milk

Snack: Peanut butter cookies

******

Recipes:

Yogurt Milk Shakes

Blend (with blender, egg beater, shaker or electric mixer):

1 C. plain yogurt

1 C. orange juice

1 ripe banana

2 T. honey

Experiment with various fresh fruit combinations.

Farm Style Oatmeal Cookies

2 C. brown sugar

1 3/4 C. flour

½ C. skim milk or buttermilk

4 C. oats

1 Tsp. baking soda

3/4 Tsp. salt

1 Tsp. vanilla

1 C. lard or shortening

1½ C. raisins

Mix ingredients together. Shape into 1-inch balls about 3" apart on an ungreased cookie sheet. Use glass dipped in water to flatten cookies. Bake in 375° oven for 8 to 10 minutes. Remove immediately from pan for cooling.

Homemade Ice Cream Sandwiches

Spread softened ice cream to the edge of a graham cracker. Press on top graham cracker gently. Wrap sandwiches individually or stack in plastic wrap and freeze.

**Banana French Toast** — Makes 8 to 10 slices

5 large eggs
1/3 C. milk
1/2 Tsp. ground cinnamon
Dash of salt (optional)
1 ripe banana, mashed
8-10 slices of bread
Butter or margarine

Place first 5 ingredients in a blender (or mixer). Blend for 30 seconds (or mix a little longer in mixer). Pour into a shallow dish. Dip bread slices into egg-banana mixture and grill with melted butter until golden.

Extra egg-banana mixture can be drunk as a milk shake. Tastes especially good when topped with plain yogurt and fresh strawberries.

**Country Apple Loaf**

1/2 C. butter
3/4 C. sugar
3 eggs
1/3 C. milk
4 medium apples (unpeeled), chopped
2 Tsp. grated orange rind
3 C. sifted all-purpose flour
3 Tsp. baking powder
1 Tsp. ground cinnamon
1/2 Tsp. salt

Cream butter, gradually blend in sugar. Blend in eggs, one at a time. Add milk, grated apples, and orange rind. Beat well. Add flour sifted with baking powder, cinnamon and salt. Beat until smooth. Pour batter into a well-greased and floured 9 X 5 X 3 pan. Bake at 350° for 1 hour or until golden brown. Serve warm or cold.

Variations: Add walnuts or raisins to batter.

Quick Banana Wheat Germ Bread

An 8½ X 4½ inch Loaf

Preheat oven to 350°. Have all ingredients at about 75°.

Sift before measuring:

2 1/4 Tsp. double acting baking powder

1/2 Tsp. salt

Blend until creamy:

1/3 C. shortening

2/3 C. sugar

3/4 Tsp. grated lemon rind

Beat in:

1-2 beaten eggs (I use 2)

1-1 1/4 C. ripe banana pulp

Add the sifted ingredients in about 3 parts to the sugar mixture. Beat the batter after each addition until smooth.

Add (optional)

1/2 C. broken nut meats

1/4 C. finely chopped apricots

Place the batter in a greased bread pan. Bake the bread for about 1 hour or until done. Cool before slicing.

BUSINESS PRACTICES AND RECORD KEEPING.....

WHAT RECORDS DO I NEED TO KEEP?

Family Day Care is a business! You are self-employed and, therefore, there are certain business procedures you will want to know about and follow.

SOME AREAS TO BE CONSIDERED--

RECORD KEEPING:

You will need a system of record keeping because there are specific records to keep for Office for Children, income and taxes, and the Child Care Food Program if you participate in that. An easy way to begin is to create a Family Day Care file (a king size soap powder box is terrific) and/or to start a Family Day Care Ledger Book (Ledger books can be purchased in a stationery department). Titles for headings:

- Attendance: daily, weekly, monthly
- Children's Health Records: physicals, immunization record, etc.
- Medical release forms (for field trips, riding in the car, etc.)
- Policy contracts
- Child's Enrollment Information: age, birthdate, allergies, developmental information, parent(s) place of residence and work, telephone numbers - home and work, emergency person to contact, authorized people to pick up child.
- Equipment and Materials: those used specifically for Family Day Care, Receipts and record of purchases
- Transportation: record of field trips, mileage related to Family Day Care

- Income: fees paid, other income from Family Day Care or Food Reimbursement Program
- Expenses: list all expenses, receipts, food, paper products, bedding, cots, etc.
- Advertising: recruitment of clients

INCOME AND TAXES:

As a self-employed person you will need to keep a detailed record of your income for tax purposes. An advantage of doing Family Day Care in the home is that you are able to claim certain deductions that are directly related to Family Day Care. This applies if your joint (you and your spouse) income is at a taxable level.

"Individuals who use their private residence for day care purposes, do NOT have to meet the "Exclusive Use Test" in order to deduct business related expenses from their income taxes." (Homes must have appropriate license approval or certification, however, to be eligible.) Tax Reduction and Simplification Act of 1977.

INCOME:

"Family Day Care mothers, as self-employed persons, are liable for self-employed social security payments." The computation of this payment is made on Form 1040 Schedule SE at the time the income tax return is filed.

- Keep a record of all in-coming fees.
- Use receipts in recording payments.
- Keep a record of payments made to an Approved Assistant; this is considered "salaries and wages" and is a deduction.
- Your most accurate source of information about reporting income will be the Internal Revenue Service.

TAX DEDUCTIONS ARE CONSIDERED TO BE:

- DIRECT EXPENSES: expenses directly related to having Family Day Care children in the home: food, toys, educational materials, program supplies, advertising, equipment (safety devices - socket covers, fire extinguisher, cots, extra bedding, etc.), educational seminars and courses.

- INDIRECT EXPENSES: The portion of the use of the home for Family Day Care which the tax formula allows on: rent or mortgage, real estate taxes, utilities, wear and tear, depreciation, maintenance, etc.

The tax formula is based on the number of rooms used and the number of hours per day.that the day care children are actually there. For further information you should contact the local Internal Revenue Service Information Office as each Provider's circumstances are different. The Internal Revenue Service offers FREE seminars at the John F. Kennedy Building, Government Center, Boston every second and fourth Friday of the month. Call 523-1040 and request information on the seminar "Tax Information for the Self Employed."

INSURANCE:

Children DO have accidents! The effort you make in taking safety precautions reduces the chances of accidents. However, being covered for the unforeseen is caution. The premium for Family Day Care Insurance is a related day care expense. You should check with your insurance company to see if your Homeowner's Liability covers Family Day Care. If not, coverage can be obtained through the Massachusetts Association of Family Day Care Providers.

ADVERTISING:

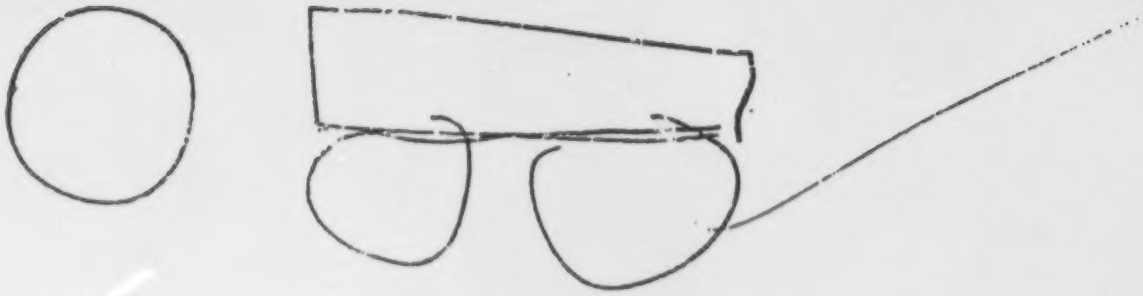
Advertising for clients is also a part of business. This can be through your local newspaper under Child Care (be sure to say "Registered"); bulletin boards in Laundro-mats, super markets, churches and if you can get permission, in apartment buildings; in church and organization bulletins which are mailed to the membership.

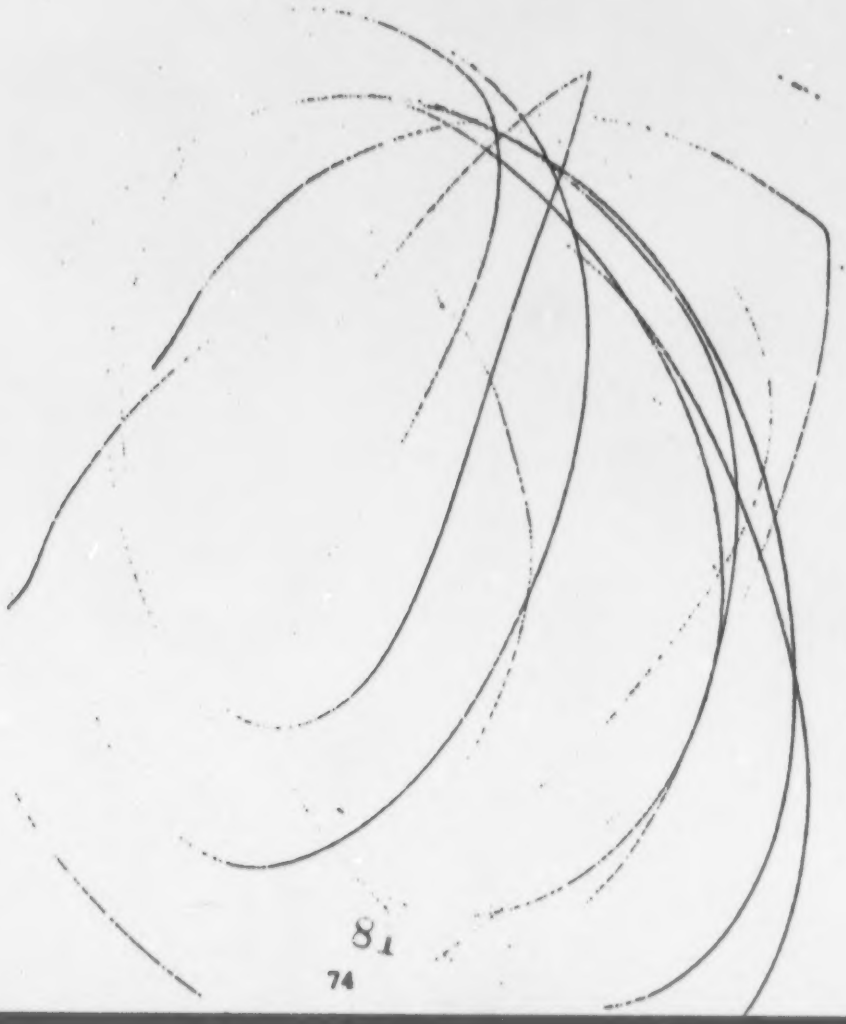
Your best advertising will be through friends and parents of children you've cared for. Remember the old saying, "A SATISFIED CUSTOMER IS YOUR BEST BET."

Listed below are some resources, in addition to the Internal Revenue Service, where you can get more specific information on Business Practices, Taxes and Income Reporting and Record Keeping:

- Business Ideas: Records, Bills and Taxes. Toys 'n Things, North Dale Ave., St. Paul, Minnesota 55103.
- Day Care Series, Vol. #9 Family Day Care. U.S. Department of Health Education and Welfare, Office of Child Development, Publication No. (OHD) 73-1054. Call the Department of HEW at the Boston Office.
- Family Day Care: Resources for Providers Betsy Squibb. Harvard Post Press, Harvard, MA
- Guide for Family Day Care. EID Associates, 2520 South State Street, Salt Lake City, Utah 84115

Ryan





MOVING OUT.....

COMMUNITY RESOURCES FOR PROVIDERS AND PARENTS

.... No Provider is an island unto herself....

Your feelings of being ALONE or ISOLATED can be shared with another Provider. Talking about the problem is often the first step toward solving it.

Below are some of the Community Resources which you can refer to. Some of these community agencies will directly help you as a Family Day Care Provider. You can also play a role in helping parents to seek help for themselves or their children by:

- talking honestly and openly about your concerns as they relate to the child
- tactfully suggesting a specific agency or person to contact

Medical/Health Services

Newton-Wellesley Hospital
2014 Washington Street
Newton, MA 964-2800

Children's Hospital Medical Center
300 Longwood Avenue
Roxbury, MA 734-6000

Waltham Hospital
Hope Avenue
Waltham, MA 899-3300

Massachusetts Department of Mental Health
Metropolitan Beaver Brook Office
475 Trapelo Road
Waltham, MA 899-4210

Visiting Nurses' Association
Administrative Office:
100 Boylston Street
Boston, MA 426-5555
(Services available in all communities)

Boston Poison Information Center
232-2120

Lead Paint Poison Prevention Center
818 Harrison Avenue
Boston, MA 424-4000

Massachusetts Department of Public Health
Family Health Services
39 Boylston Street
Boston, MA 727-8196

Watertown Health Center
85 Main Street
Watertown, MA 923-0001

Local Boards of Health in Various Towns

Mount Auburn Hospital
330 Mount Auburn Street
Cambridge, MA 492-3500

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## Mental Health Services

Newton Guidance Clinic
64 Eldredge St.
Newton Corner, MA 969-4925

Family Counseling Service - Region West
74 Walnut Park
Newton, MA 965-6200

Watertown Multi-Service Center
463 Arsenal St.
Watertown, MA 926-3600

HELP for Children (Office for Children)
474 Centre St., Newton 965-9810
750 Main St., Waltham 891-8558

Metropolitan Beaverbrook Mental Health and Retardation Services, Inc.
372 Main St.
Watertown, MA 926-5800
After Hours Emergencies 926-5806

Trinity Mental Health Assoc.
132 Union Ave.
Framingham, MA 879-2250

C.O.P.E. (Coping with the Overall Pregnancy/Parenting Experience)
Main office: 37 Clarendon St.
Boston, MA 357-5588
(Support groups available in suburban areas)

## To Report Suspected Child Abuse and Neglect

9:00 a.m. to 5:00 p.m.

| | |
|---|---|
| Boston | 266-3256 |
| Brookline-Cambridge-Somerville | 357-8250 |

24-Hour Hotline 1-800-792-5200

Other Places to Call:

Children's Protective Services
43 Mt. Vernon St.
Boston, MA 227-2280

Waltham Hospital
Maternal and Child Health Clinic
Hope Ave.
Waltham, MA 899-3300

Parents and Children's Services
309 Longwood Ave.
Boston, MA 232-7950

## Agencies Which Help Adults Who Abuse or Neglect

Parents' Anonymous 1-800-882-1250

Parental Stress Line 1-800-632-8188

## Nutritional Services and Information

Middlesex County Extension Service
Concord 862-2380
(Home Extension Services in other counties also offer information on nutrition, food preparation and getting the most out of your food dollar)

WIC Program
Supplemental Food Program for Women, Infants and Children
39 Boylston St.
Boston, MA 727-1246

Child Care Food Program
128 The Great Road
Bedford, MA 01730 275-2433

New England Dairy and Food Council
1034 Commonwealth Ave.
Boston, MA 734-6750

## Educational Services

Local Libraries

Adult Education - Local High Schools

American Red Cross
New England Division
99 Brookline Ave.
Boston, MA 262-4940

YWCA Womens' Resource Center
90 Irving St.
Framingham, MA 237-5721

Massachusetts Audubon Society
S. Great Road
Lincoln, MA 259-9500

Children's Museum Resource Center
Museum Wharf
300 Congress St.
Boston, MA 02210 426-6500

Ashland Education Community Center
W. Union St.
Ashland, MA 881-4414

Child Study Assn. of Massachusetts
145 Yarmouth Rd.
Chestnut Hill, MA
(Discussion groups on parenting_

Higher Education:

Mass. Bay Community College
50 Oakland St.
Wellesley, MA 237-1100

Boston State College
625 Huntington Ave.
Boston, MA 731-4012

Lesley College
29 Everett St.
Cambridge, MA 868-9600

Wheelock College
Center for Parenting Studies
200 The Riverway
Boston, MA 734-5200

## Organizations and Agencies Concerned with Children

Massachusetts Association for Family Day Care Providers
℅ Lura Lee Widman, President
23 Netherlands Road
Brookline, MA 02146

Family Day Care Associates of New England
℅ Jeffrey A. Kent
41 Dunbar Street
Manchester, NH 03103

New England Association for Family Day Care Providers
℅ Carole Treen
Child Care Home Program
Greater Manchester Child Care Assn.
435 South Main Street
Manchester, NH 03103

Boston Assoc. for the Education of Young Children
℅ Beryl Soparkar
12 Saddle Club Road
Lexington, MA 02173
Office hours Tues. 9-5
(617) 861-6688

Day Care and Child Development Council of America, Inc.
1401 "K" Street N.W.
Washington, D.C.

Office for Children
Region III, 475 Trapelo Road
Waltham, MA 02154, Tel. 891-0530
Region V, 425 Watertown Street
W. Newton, MA 02165, Tel. 727-2532

## Services for Special Needs Children

Local school systems

Federation for Children with Special Needs
Suite 338 120 Boylston Street
Boston, MA 02116 482-2915

Child Advocacy Project
639 Massachusetts Avenue
Cambridge, MA 868-4421

HELP for Children
(listed under Office for Children in your region)

## Other Resources

Child Care Resource Center
187 Hampshire Street
Cambridge, MA 547-9861

Action for Children's Television
46 Austin
Newton, MA 527-7870

Toys 'n' Things Press
906 N. Dale Street
St. Paul Minnesota 55103
(especially for Family Day Providers--the Calendar-Keeper)

Massachusetts Children's Lobby
16 Arlington Street
Boston, MA 266-7643

Newton WARMlines
306 Framklin Street
Newton, MA 02158 244-6843

MOVING OUT . . . . COMMUNITY RESOURCES FOR CHILDREN

WHEN PLANNING A FIELD TRIP WITH YOUNG CHILDREN . . .

1. Decide on the purpose of the field trip. What might the children learn from this experience? Give your trip a 'focus': a topic or concept which the children can relate to easily. Make sure the trip fits the needs of the children.

2. Always be familiar with the trip site BEFORE you take a group of children.
   Find out about: where the bathrooms are?
   parking facilities
   walking distances, are strollers appropriate, allowed?
   snacks and/or concessions available
   eating facilities
   how to get there, best mode of transportation
   traveling time; how long does it take to get there?
   admission fees; are reservations required?

3. Decide how the children will accomplish their 'routines' on the day of the trip - snacks, lunch, rest etc.

4. Invite 'extra' adults to accompany you on the field trip. There should always be a minimum of two adults when going on an outing.

5. Keep a simple first aid kit in your car or pocketbook and supplies for other emergencies; ie. extra diapers and wipes, extra clothes, juice or water, garbage bags etc.

6. Plan preparatory activities which will help the children become acquainted with what they will see and do. Sometimes 'acting out' the mechanics of a trip - crossing streets, getting on and off buses, holding hands etc. - is a good idea.

7. Follow-up the trip with activities which will enhance the 'adventure' you and the children have had together. If possible reinforce the first time experiences the children had on the trip.

## COMMUNITY RESOURCES FOR CHILDREN

Needham Tot Lot
Rte. 135, Needham

A playground designed for infants and toddlers, as well as older children. Baby swings, large sandboxes, imaginative climbing equipment.

New England Aquarium
Central Wharf, off Atlantic Ave.
Boston Waterfront
742-8870

The Aquarium features a beautiful selection of colorful fish, along with rare sea life shown in well lit tanks. Viewing of a live seal and dolphin show aboard the 'Discovery' is possible every hour and a half. An area is set aside which is low enough for children to easily see and handle starfish, horseshoe crabs, and sea cucumbers. The animals are in a tide pool like setting. Penguins, sharks and turtles are usually interesting to the children. Twice a day in the large center tank a scuba diver goes down to feed the animals.

Star Market Tour
River Street, Waltham
893-8713

Tour of meat dept., children can see a steer cut up and packaged. Fish dept., - fish being cut into fillets. Also able to walk into the giant freezer where ice cream is kept and a guided walk up and down the aisle.

Drumlin Farm
Rt. 117, Lincoln, MA
259-9807 For reservations, special tours and activities

259-9500 Nature Center (for Environmental Field Study sessions)

Directions by car: Take Rt. 128 north to Rt. 117 toward Lincoln and Weston. Follow Rt. 117 signs into Lincoln, you will see sign for Drumlin Farm. (4.5 miles west of Rt. 117 exit off Rt. 128)

Children's Museum
Museum Wharf, 300 Congress St., Boston
426-6500
426-8855 - for special events and hours

Offers hands-on experiences for children of all ages. Some of the exhibits are: Playspace (especially for toddlers), Grandparents' House, Japanese House, City Slice, What If I Couldn't ..., Kids Look at Work, WKID-TV.

Children's Museum Resource Center and Recycle Center offer parents and providers practical information about children and what they like to do.

Debby's Pet Land
Walnut Street, Newtonville, MA

A 'visual' activity - no opportunity to interact with the animals by feeding or holding them. Puppies, bunnies, guinea pigs, birds, three (3) large parrots sitting on perches outside of cages - one (1) talking parrot, fish room - many colorful tanks, fish pond with large gold fish - this can also serve as a place to sit.

Out Post Farm
216 Prentice St., Holliston
429-5244 (please call ahead to make arrangements)

Tour of the farm: summer only 10:00am on
Can buy: homemade pies
fresh eggs
stuffed turkeys

McDonalds Restaurant
Needham Street, Newton 964-9775
or
Rt. 9 Natick 653-1809

Children are given a tour of the refrigerator, work areas, grills, microwave ovens, ice cream machines, office etc.

Ages: 3 or 4 and up.

Museum of Transportation
Museum Wharf, Boston 426-6633
Recorded Events and Hours 426-7999

A variety of vehicles - modern and antique are displayed here. Children have the opportunity to climb on many of them. Using real props: raincoats, fire hats, small hoses and a stationary fire truck, children dramatize the role of fireman. Special events and crafts associated with transportation are regularly scheduled.

Waverly Oaks Park
Trapelo Road, Belmont, MA 02178

Infant swing with bar, slide, open field, picnic tables, jungle gym, monkey bar, see saw, pool in summer.

Owens Poultry Farm
597 Central Avenue, Needham 444-1861

Chickens, roosters, turkeys, peacock, ponies, pigs, ducks, rabbits. Henhouse; may watch eggs being collected. Egg sorting machine.

Crystal Lake : Feeding the Ducks
Lake Avenue, Newton

Ducks, benches, near by, a wall for sitting, some pretty rocks to collect.

Stoneham Zoo
Bond Street, Stoneham, MA 442-0991 recorded information gives directions to zoo
438-3662 general business

Lions, tigers, giraffes, elephants, penguins, zebras, deer, and large bird house. Bathrooms are available.

Cabot Park
East Side Parkway, Newton
(Newton Recreation Dept.)

Open space, fenced in toddler area - swings, slides, jungle gym, wooden and metal climbing equipment, horse riders etc.

Museum of Science and Hayden Planetarium
Science Park, Lechmere Square, Boston
723-2500, x351, tour registration, services, information
x358, education department
742-6088 recording of museum's present activities

In the Discovery Room: (this is the museum contribution to 'hands on' experiences for young children).
Three different subject areas are available - 1. Growing Things - bones, plants, feathers, child sized skeleton, shark jaws - 2. Rocks and minerals - fossils - 3. Changing the way things look - mirrors; flat, concave, convex; prisms, sink and float activity, colored films etc. This room has a relaxed, exploratory, learning atmosphere.

Lookout Farm
Pleasant Street, South Natick 655-4294

Children can each pick a small bag of apples in season. A small fee is charged (per child) for the apples and all the apple cider you can drink.

Dairy Farm
38 Winthrop St., Medway (off Rte. 109)
Please call Mr. Briggs 533-8905 to make arrangements.

Children can watch cows come from field and see them milked with milking machines. Children also observe sterilization and bottling procedures. Visit newborn calves and bulls. Sit on the lawn and drink the milk!

Natick Tot Lot
Bacon and Walnut Streets, Natick

Special area for toddlers - fenced off from older children's play equipment. Baby swings and low climbing equipment.

Other ideas:

Local fire stations
police stations
libraries

For further ideas consult:

In and Out of Boston with Children by Bernice Chesler

## BOOKS TO REFER TO

## CHILD DEVELOPMENT

"Infant Care", U.S. Dept. of Health, Educ. and Welfare, Office of Child Development, DHEW Publication No. (OHD) 76-30015 (for sale by Superintendent of Documents, U.S. Government Printing Office, Wash., D.C. - Price $1.00)

How to Play with Your Children (and When Not to), Brian and Shirley Sutton-Smith (Hawthorn Books: 1974)

The Magic Years, Selma Fraiberg, (Charles Scribner's Sons: 1959)

Toddlers and Parents: a Declaration of Independence, T. Berry Brazelton, (Delta: 1974)

Infants and Mothers: Differences in Development, T. Berry Brazelton, (Delta: 1969)

Your Child Is a Person, Stella Chess et al., (Penguin Books: 1965)

Your Child's Self-Esteem, Dorothy Briggs, (Doubleday & Company, Inc. 1975)

The First Twelve Months of Life, Frank Caplan (ed.), (Grosset & Dunlap: 1973)

Before You Were Three, Robie H. Harris and Elizabeth Levy, (Delacorte Press: 1977)

How to Raise a Human Being, Lee Salk and Rita Kramer, (Warner Paperbacks: 1969)

How to Parent, Fitzhugh Dodson, (Signet: 1970)

Your Three Year Old: Friend or Enemy, Louise B. Ames and Frances L. Ilg, (Delacorte Press: 1976)

Loving and Learning: Interacting With Your Child From Birth to Three, Norma McDiarmid, (Harcourt Brace Jovanovich: 1975)

Helping Young Children Learn, Evelyn Pitcher, (Charles E. Merrill Publishing Co., 1979)

Guide for the Care of Infants in Groups, Child Welfare League of America, Inc., 1967

Ourselves and Our Children, The Women's Health Book Collective, (Random House; 1978)

## ACTIVITIES FOR YOUNG CHILDREN

Baby Learning Through Baby Play : a Parent's Guide for the First Two Years, Ira J. Gordon, (St. Martin's Press: 1970)

Baby to Parent, Parent to Baby : A Guide to Loving and Learning in a Child's First Year, Ira J. Gordon, (St. Martin's Press: 1977)

Kids' America, Steven Caney, (Workman Publishing: 1978)

Learning for Little Kids : A Parent's Sourcebook for the Years 3 to 8, Sandy Jones (Houghton Mifflin: 1979)

What to Do When There's Nothing to Do, Boston Children's Hospital Medical Center, (Delacorte Press: 1968)

Children and Adults : Activities for Growing Together, Joseph and Laurie Braga, (Prentice-Hall: 1976)

Making Things : The Handbook of Creative Discovery, Ann Wiseman, (Little, Brown and Company: 1973)

An Activities Handbook for Teachers of Young Children, Doreen J. Croft and Robert D. Hess, (Houghton Mifflin: 1972)

"Beautiful Junk," U.S. Dept. of Health, Education and Welfare, Project Head Start, DHEW Publication No. (OHD) 76-31036 (for sale by Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402)

Freebies for Kids, Jeffrey Feinman, (Wanderer Books: 1979)

The Playgroup Handbook, Laura Peabody Broad and Nancy Towner Butterworth, (St. Martin's Press: 1974)

Play Book, Steven Caney, (Workman Publishing Co.: 1975)

Homemade Baby Toys, Sara K. Swan, (Houghton Mifflin: 1977)

A Guide to Discipline, Jeannette Galambos Stone, (National Assoc. for the Education of Young Children; 1978)
Available from N.A.E.Y.C. 1834 Connecticut Ave., N.W. Wash. D.C. 20009

## FAMILY DAY CARE

Family Day Care: Resources for Providers, Betsy Squibb, (Harvard Post Press: 1976).

A Handbook for Family Day-Care Workers, George Peabody College for Teachers/Nashville, Tennessee 37203, December, 1971.

Guide for Family Day Care, E.I.D. Associates, 2520 South State St., Salt Lake City, Utah 84115

Family Day Care #9, U.S. Dept. of Health, Educ. and Welfare, DHEW Publication No. (OHD) 73-1054 (Call Boston Office)

## HOME SAFETY

A Sigh of Relief : the First Aid Handbook for Childhood Emergencies, Martin I. Green, (Bantam Books: 1977)

The Mother's Almanac, Marquerite Kelly and Elia Parsons, (Doubleday: 1975)

Good Things for Babies, Sandy Jones, (Houghton Mifflin: 1976)

For further information on child safety write:

National Safety Council
Child Safety Program
444 North Michigan Ave.
Chicago, Illinois 60611

or:

U.S. Consumer Product Safety
Commission
Washington, D.C. 20207

## NUTRITION

Diet for a Small Planet, Frances Moore Lappe (Ballantine Books: 1975)

The National Baby Food Cookbook, Margaret Elizabeth Kenda and Phyllis S. Williams, (Avon Books: 1972)

Feed Me! I'm Yours - A Recipe Book for Mothers, Vicki Lansky (Bantam Books: 1974)

Kids Are Natural Cooks, Parents' Nursery School, (Houghton Mifflin Co.: 1974)

Let's Have Healthy Children, Adele Davis, (Harcourt, Brace Jovanovich: 1972)

## PUBLICATIONS/NEWSLETTERS OF INTEREST

- Growing Parent/Growing Child
  22 N. Second Street
  Lafayette, Indiana 47902
  (published monthly)

- "Day Care and Early Education"
  Human Sciences Press
  72 Fifth Avenue, New York, NY 10011
  (published quarterly)

- "Hand in Hand" - a community resource newsletter for parents of young children
  P.O. Box 3002
  Framingham, MA 01701
  (617) 877-4001

- Newton Warm Lines Newsletter
  306 Franklin Street
  Newton, MA 02158
  (617) 244-6843

- Parents' Magazine
  Subscription Dept.
  Bergenfield, NJ 07621

BOOKS FOR YOUNG CHILDREN

| Title | Author |
|---|---|
| Curious George Rides a Bike | H.A. Rey |
| Curious George | H.A. Rey |
| Little Bear | E. Minarik |
| Little Bear's Visit | E. Minarik |
| Angus and the Ducks | Marjorie Flack |
| Caps for Sale | Esphyr Slobodkina |
| The Carrot Seed | Ruth Krauss |
| Katy and the Big Snow | Virginia Lee Burton |
| Beady Bear | Don Freeman |
| Corduroy | Don Freeman |
| A Pocket for Corduroy | Don Freeman |
| Harry the Dirty Dog | Gene Zion |
| The Cat in the Hat | Dr. Seuss |
| Where the Wild Things Are | Maurice Sendak |
| Blueberries for Sal | Robert McCloskey |
| Make Way for Ducklings | Robert McCloskey |
| Peter's Chair | Ezra Jack Keats |
| Let's Be Enemies | Janice Udry |
| Pretzel | Margaret Rey |
| The Snowy Day | Ezra Jack Keats |
| Umbrella | Taro Yashima |
| Whistle for Willie | Ezra Jack Keats |
| Mickey's Magnet | Franklyn M. Branley |
| The Very Little Boy | Phyllis Krasilovsky |

| | |
|---|---|
| The Very Little Girl | Phyllis Krasilovsky |
| Rosie's Walk | Pat Hutchins |
| Georgie | Robert Bright |
| Georgie to the Rescue | Robert Bright |
| 500 Words to Grow On | Harry McNaught (illus.) |
| Goodnight Moon | Margaret Wise Brown |
| Mr. Gumpy's Outing | John Burningham |
| Mr. Gumpy's Motor Car | John Burningham |
| The Man Who Didn't Wash His Dishes | Phyllis Krasilovsky |
| Alexander and the Terrible, Horrible, No Good, Very Bad Day | Judith Viorst |
| The Story About Ping | Marjorie Flack |
| Nobody Asked Me If I Wanted a Babysitter | Martha Alexander |
| My Five Senses | Aliki |
| Count and See | Tana Hoban |
| Is It Red? Is It Yellow? Is It Blue? | Tana Hoban |
| He's My Brother | Joe Lasker |
| Cars and Trucks and Things That Go | Richard Scarry |

RECORDS FOR YOUNG CHILDREN

| | |
|---|---|
| This-a-Way/That-a-Way | Ella Jenkins |
| Learning Basic Skills Through Music | Hap Palmer |
| My Street Begins at My House | Ella Jenkins |
| Songs for Mother and Child to Grow On | Woody Guthrie |
| Rhythms of Childhood | Ella Jenkins |
| There Was an Old Lady Who Swallowed a Fly | Burl Ives |
| Creative Movement and Rhythmic Expression | Hap Palmer |
| Birds, Beasts, Bugs and Little Fishes | Pete Seeger |
| Come On and Join in the Game | Tom Glazer |
| You Sing a Song and I'll Sing a Song | Ella Jenkins |
| American Folk Songs for Children | Ruth Seeger |

Find many of these at your public library.

## WHERE CAN I PURCHASE LEARNING MATERIALS FOR YOUNG CHILDREN?

**Creative materials:** paper, paste, paints, etc. from local art supply store.

**Tri-wall** (an inexpensive substitute for wood which can be used to contruct shelves, tables, etc.): can be purchased from Workshop for Learning Things, 5 Bridge Street, Watertown, MA.

**Books/Records:**

| | | |
|---|---|---|
| New England Mobile Book Fair<br>82 Needham Street<br>Newton, MA 527-5817 | Substantial discounts<br><br>A work of warning: Have some idea of what you want before you go here. It's a huge place! |
| The Children's Book Shop<br>237 Washington Street<br>Brookline, MA 734-7323 | |
| The Small World of Books<br>1728 Massachusetts Ave.<br>Cambridge, MA 876-6718 | |

**Other Learning Materials:**

Edu-Mart
592A Washington St.
Wellesley, MA 235-4567

The Teachers' Room
257 Chestnut Street
Needham, MA 444-5555

## WHERE TO OBTAIN FREE OR INEXPENSIVE "SCROUNGE" MATERIALS

**Hardware stores:** old keys, paint color cards, cardboard paint buckets.

**Wallpaper stores:** old wallpaper books.

**Paper mills:** cut or damaged sheets of paper; large cardboard tubes for children. Tubes can also be used to make stools and chairs.

**Fabric stores:** discarded cloth samples.

**Seafood restaurants:** left-over seashells.

**Recycle centers:** various discarded industrial waste materials or throw-aways donated by individuals. (the Children's Museum operates a Recycle Center.)

**Contractors/Building Supply Companies:** scrap wood, warped boards, discarded pipe, wire, linoleum.

**Cheese stores:** wide assortment of boxes. If you're lucky, they'll give away the wooden boxes which wheels of cheese come in.

**Appliance stores:** refrigerator boxes to build a playhouse.

**Electronics firms:** styrofoam packing (great alternative to wood for hammering and various constructions).

**Electric power companies:** discarded telephone poles which can be used to build outdoor equipment; giant wooden cable spools (make great tables).

**Grocery stores:** mushroom baskets, large onion bags, sturdy tomato boxes with covers. All of these are excellent storage containers.

**Junk yards:** everything under the sun.

**Carpet stores:** samples of discontinued carpet patterns.

**Gas stations:** old tires for tire swings.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

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